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Investigation of Self-Regulated Language Learning Strategies
Used by English Language Teaching Students
Master's Thesis
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T.R.

Fırat University

Directorate of Educational Sciences Institute

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Thesis Author: Beyza BİÇER

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This thesis, which was prepared according to the thesis writing rules of the Fırat University Institute of Educational Sciences, was evaluated by the members of the jury formed with the decision of the Board of Directors of the Institute of Educational Sciences dated .../.../... and numbered ..., and was unanimously accepted as a result of the thesis defense exam held open to academic audiences.

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CONFIRMATION

This thesis has been registered with the decision of the Board of Educational Sciences Institute, dated .../.../2022 and numbered

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DECLARATION

I hereby declare that all the information in my master's thesis titled "Investigation of Self-Regulated Language Learning Strategies Used by English Language Teaching Students", which I prepared in accordance with the thesis writing rules of the Firat University Institute of Educational Sciences, is correct, and that I act in accordance with scientific ethical rules in producing and presenting the information, and that I use all sources. I declare that I have mentioned by reference, all institutions/organizations and individuals who have financial and moral support, that I have never used the data and information I have presented here for the purpose of obtaining a title, and that I will accept all kinds of legal sanctions if the opposite is determined.

19/10/2022

Beyza BİÇER

Signature

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ÖZ

İngilizce Öğretmenliği Programında Öğrenim Gören Öğrenciler Tarafından Kullanılan Öz-Düzenlemeli Dil Öğrenme Stratejilerinin İncelenmesi

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Bu araştırmanın temel amacı, katılımcıların dil öğrenme stratejilerini tercihleri ile kayıt oldukları üniversite, üniversiteye giriş sınav puanları ve üniversite öğrenim gördükleri yıl arasındaki ilişkiyi araştırmaktır. Veri toplama aracı olarak Oxford'un Öz-Düzenlemeli Dil Öğrenme Stratejisi Ölçeği kullanılmıştır. Ölçek, Fırat Üniversitesi (Elazığ), İnönü Üniversitesi (Malatya) ve Necmettin Erbakan Üniversitesi (Konya) olmak üzere İngilizce Öğretmenliği bölümünde öğrenim gören toplam 487 üniversite öğrencisine uygulanmıştır. Elde edilen veriler istatistiksel analiz programı ile analiz edilmiştir. Araştırmacı betimsel istatistiklerden ve tek yönlü Anova analizinden yararlanmıştır. Strateji uygulama sıklığına göre karşılaştırmada Mann-Whitney U testi kullanılmıştır. Katılımcıların üniversiteye giriş puanları ile ölçek alt boyutları arasındaki ilişkiyi belirlemek için Pearson Korelasyon analizi uygulanmıştır. Araştırmada elde edilen sonuçlara göre birinci sınıfta okuyan katılımcılar en fazla üst bilişsel boyutunu kullanırken, en az sosyo-kültürel interaktif boyutunu kullanmaktadır. İkinci sınıfta okuyan katılımcılar en fazla metacognitive strategies boyutunu kullanırken, en az socio cultural interactive strategies boyutunu kullanmaktadır. Üçüncü sınıfta okuyan katılımcılar en fazla affective strategies ve metacognitive strategies boyutlarını kullanırken, en az socio cultural interactive strategies boyutunu kullanmaktadır. Dördüncü sınıfta okuyan katılımcılar en fazla affective strategies boyutunu kullanırken,

en az socio cultural interactive strategies boyutunu kullanmaktadır. Bu sonuçlar ölçeğe katılan öğrencilerin hangi boyutlardaki öz-düzenlemeli dil öğrenme stratejilerinde kendilerini yeterli gördüklerini ve hangilerinde yeterli kullanım sağlanmadığını göstermesi açısından önem arz etmektedir.

Anahtar Kelimeler: Öz-düzenleme, Dil öğrenimi, İngilizce öğretimi, Dil öğrenme stratejileri, Öğrenme stratejileri



ABSTRACT

Investigation of Self-Regulated Language Learning Strategies Used by English Language Teaching Students

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The fundamental aim of this research study is to investigate the relationship between participants' preference for language learning strategies and the university they are enrolled at, their university entrance exam scores and their year at their college education. As a means of collecting the necessary data, Oxford's Self-Regulated Language Learning Strategy Scale was used. The instrument was administered to a total of 487 university students, all of whom were studying at the department of English Language Teaching at one of the three following universities: Firat University (Elazig), Inonu University (Malatya) and Necmettin Erbakan University (Konya) in Türkiye. The obtained data was analyzed via statistical analysis program. The researcher made use of descriptive statistics. One-way Anova analysis was also used. The Mann-Whitney U test was used in the comparison according to the frequency of strategy implementation. Pearson Correlation analysis was applied to determine the relationship between the university entrance scores of the participants and the scale sub-dimensions and overall. The results of the study displayed that the first-year participants mostly use the metacognitive strategies dimension, and the least socio cultural interactive strategies dimension. The second-year participants mostly use the metacognitive strategies dimension, and the least socio cultural interactive strategies dimension. While the 3rd grade participants mostly use the dimensions of affective strategies and metacognitive strategies, they use the dimension of socio cultural interactive strategies the least. While the 4th grade students use the affective strategies dimension the most, they use the socio cultural interactive

strategies dimension the least. These findings are of importance as they point us where students who participated in this scale lack necessary strategies and where they are competent.

Key Words: Self-regulation, Language Learning, English teaching, Learning Strategy



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ABBREVIATIONS

ELP	: European Language Portfolio
EIL	: English as an International Language
FLE	: Foreign Language Education
ELT	: English Language Teaching
LLS	: Language Learning Strategies
L2	: Second Language
SLA	: Second Language Acquisition
LAD	: Language Acquisition Device



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CHAPTER 1

1. INTRODUCTION

Speaking a second language or more languages has always been praised around the globe as it indicates a person's ability to communicate without limitations and being open-minded to other cultures that is different to theirs. When that language in question is English, the importance of the matter becomes even greater as English language is accepted as lingua franca all over the world. It is the language of not only universal commerce but social communication, as well. In order to be able to keep up with the advances that is happening rapidly and unceasingly, it is now a must - not a luxury - to have good command of the English language. However, while Türkiye as a country excels at many things, teaching English to masses is not one of them. It now must be the priority of teachers and academicians alike to dig deep into the subject and point out the possible obstacles that get in the way of teaching English. To overthrow the mentioned obstacles, one must first take a look at the way our prospective English teachers learn English themselves and how they are taught to teach English. This thesis is dedicated to investigating the self-regulated language learning strategies students studying at English Language Teaching program

1.1. Assumptions of the Study

Below can be found the assumptions made in this research paper:

1. No interaction was made among the participants during the duration of the survey
2. Whilst completing items of the survey, the participants based their responses on their current English language learning preferences instead of their idealized and desired ones.

1.2. Limitations of the Study

This study's scope is limited to the data gathered from the students attending one of the universities listed below at any grade of their college education at the department of English Language Teaching

1. Fırat University, Elazığ province, TÜRKİYE
2. İnönü University, Malatya province, TÜRKİYE
3. Necmetting Erbakan University, Konya province, TÜRKİYE

1.3. Background to the Study

Before the world became one gigantic village where universal commerce or travelling for pleasure was unimaginable, the importance of languages was present only when the exchange of information was in question. Other than that particular reason, learning a second or a foreign language was not prioritized by the common folk. The importance of knowing a language other than one's mother tongue has only been recognized as the artificial borders of the countries started to become irrelevant. The place of the English language has shifted from being just a language to being a lingua franca. In this chapter we will look into the importance of speaking more than one languages and how it came to have the importance it now does.

A foreign language is most commonly described as a language which is studied and learnt in a specific environment where it is neither the native language nor the primary vehicle for communication on a daily basis and also where input in that said language is more often than not restricted (Oxford, 2003). Learning a foreign language requires a well-thought and balanced set of rules to follow. There are currently many approaches and strategies for acquiring a new language. Wenden and Rubin (1987) have described the strategies for learning a second/foreign language as collection of plans, steps and procedures which are used by language learners to acquire, store, recall and make use of new information (Bölükbaş, 2013). Cohen (2003) put forward the definition of strategies as specific type of behaviors which students themselves select in their language learning process and put into use. That is, different words, language learning strategies encompasses any sorts of techniques, behaviors, strategies, thoughts which are considered to be helpful to internalize, use and also recall when learning a new foreign language.

Recently, a substantial amount of importance has been given to researching the characteristics of language learners along with the processes which are to be followed by learners which affects the learning process of a foreign language by current research and

its applications in the field of both teaching of the language and learning it (Tunç, 2003). Current tendencies and approaches in the field of foreign language teaching and learning are primarily exposed to influences by the ever-changing conditions and circumstances of the contemporary world. The constant increase in the technological advancements, changes in socio-economic boundaries, and globalization are all global facts which put even more emphasize on how of vital importance knowing or learning a second/ foreign language.

The recent developments in the Council of Europe's Language Program, which was founded in 1954 with the purpose of providing a common basis for the amplification of language learning syllabuses, guidelines for curriculums, necessary examinations, and comprehensive textbooks across Europe, have devised means for all members of the language teaching profession to make use of. Particularly, the European Language Portfolio (ELP) provides all those interested in either learning or teaching a foreign language with a format in which it is possible to record and recognize language learning and diverse intercultural experiences (Tunç, 2003).

Along these lines, lately educators and authorities of curriculum have been striving to come up with effective and efficient ways of equipping the students with abilities and skills to learn how to handle a new language rather than learning and acknowledge it as merely declarative knowledge. The modern proneness for eclecticism, which means making use of variety of methods and approaches when teaching a language, has put a great deal of emphasize on the personal interest and characteristics of the learners (Griffiths & Parr, 2001).

For the past few decades, English's position as a language in the world has undergone a gigantic change. Its worldwide spread has enabled it to shift its statue from an ordinary language which is used only by a few strong countries into a lingua franca, that is, a language which is used as a common language between speakers whose native languages are not the same (Llurda, 2004). English has now become a language which is spoken by a variety of speakers in the world. It is safe to point out that English language belongs to only to its native speakers no more on the grounds that the current amount of people who speaks English as either a second or a foreign language now exceeds the number of its native speakers. The shaping of the English language happens at least as much by its native speakers as its nonnative speakers, if not more (Seidlhofer, 2003).

The swift worldwide advancement of English and its applications in real life as a way of communicating globally not only in various multilingual but also multicultural contexts have eventuated in universal communication shifting apart from the well-established native speaker norms (Baker, 2011). By doing so, the main focus of English education became enabling the students to communicate at an intercultural level (Moeller & Nugent, 2014). Many noteworthy research papers have stated time and again that (e.g. Seidlhofer, 2005; Sharifian, 2009; Marlina, 2014) that it is not possible to apply the norms of the native speakers to the context of English as a foreign language. It is put forward by Canagarajah (2013) that the worldwide extension of the English language has in fact caused it to cease being analogous language which in itself holds colloquial norms. Therefore, one must bear it in mind that English language is not a possessed by the inner circle countries any more, and that its association with the culture of native speaker countries must be abandoned (Baker, 2009; Rai & Deng, 2016).

The never-been-seen worldwide demand, usage, and inevitable cultural appropriation of the English language as an international language (EIL) makes it necessary to come up with a comprehensive respond to the crucial subjects such as learning process, the ability to teach, educating the teacher, assessing the process and language learning policies (Tan et al., 2019). It is therefore imperative to come to the conclusion that English as an international language has been shaped into a new worldwide paradigm for academic research, practice, and even thinking (Sharifian 2009). Dewey & Patsko (2017) proposed that “reconceptualizing the English language as an international language has magnificently altered the familiarized nature of the English language and shifted the role of teachers in a critical way from mere imitators to native speakers”. Due to this point, the main responsibility that falls into the shoulder of the language teacher is be to ensure their students learn a new language in a more easy and permanent manner by means of teaching the mentioned students the strategies that is applied in language learning or by aiding the students in choosing the appropriate strategies for themselves (Bölükbaş, 2013).

The byproduct of global spread of English is that it spreads the culture of the English speakers as well, regardless of the said speakers’ nativity. Many researchers such as Mckay (2018) believe native-like and intercultural competence and assessment in English as a foreign language or foreign language teacher are main elements necessary for the

pedagogy of English as an international language. It is also pointed out by Honna and Takeshita (2014) that “English is bound to reflect the world’s various cultures”. Furthermore, rather than being based on native’s cultures, learning English as a second language must enable the students to improve their intercultural competence (Kirkpatrick, 2014).

Moreover, the EIL pedagogy benefits its learners in terms of turning them into linguistically competent people who are more able to move across artificially constructed cultural boundaries and preventing them from forming unjustified stereotypes of speakers from various cultures who have different backgrounds and personal views (Byram et al., 2002). In able to increase learners’ intercultural awareness, teachers must be well-rounded enough to provide their students with the opportunity to contemplate on their personal attitudes for the target cultures while also guiding them through the necessary process of practicing intercultural communication by being exposed to various cultures’ practices and perspectives (Nugent & Catalano, 2015).

In Türkiye, a great deal of importance has always been given to foreign language education, specifically English, throughout all stages of national education. Recently, it is very much possible to come across kindergartens or nursery homes that provide its toddler students with almost constant exposure to English. Primary and elementary schools also offer a substantial amount of language lessons while high schools, pilot ones in particular, provide their students with the opportunity to study only English as a module at their freshman year (Gündoğdu, 2005). However, it is a national concern (Suna & Durmuşçelebi, 2013) that even though the officials and authorities of this field try to keep up with the current developments and implement them onto our national education system, majority of the time they fail because the part of the national education system which is responsible for language learning and teaching is too generalized and packed with too many details which are forgotten as they are not always useful for the daily of students.

Another crucial issue that stands in the way of efficiently learning and teaching English in Türkiye is that even the new developments choose to focus mainly on *teaching* aspect of language rather than learning. In other words, the field of Foreign Language Education (FLE) has set its focus primarily on "how to become a good teacher" (Köksal & Dündar, 2017). In accordance with this, the departments of English Language

Teaching (ELT) have always known to be offering prospective English language teachers modules which are primarily focused on how to teach the target language in a more effective and efficient manner. However, it is imperative to keep in mind the fact that future teachers of foreign language (in our case, English) are simultaneously the learners of the very same target language for which they are responsible for teaching in their upcoming careers.

Needless to say, the personal learning experiences of prospective English teachers will be of great influence on their future in-class practices (Köksal & Dündar, 2017). Despite of this obvious fact, studies that concern their possible personal and educational hardships have in the process of language learning, have been majorly left out as the related studies mainly concern themselves with how to raise efficient teachers instead of efficient language learners. It is therefore of crucial importance that more studies are done to find out how future English teachers attempt to manage the problems that they may face while preparing themselves for the challenging duty of teaching the mentioned language.

Since the 1970s Language learning strategies (LLS) have been a source of attraction for the field of foreign language learning on the grounds that this term provides us with crucial insight into the personal learning processes of prospective English teachers by demonstrating quite clearly how learners control their learning in an active and constructive manner so as to become efficient language learners (Rubin, 1975; Chamot, 1990; Oxford, 1990; Cohen, 1998). According to Deneme (2008) “a foreign language learning style is a chosen path of obtaining knowledge and information processing”. The strategies that are to be used during the process of learning a foreign language in, general, must be clearly conveyed to learners so they are better able to exploit and benefit from them.

Chamot (2004) suggests that “in order to achieve a learning goal, learning strategies must be used by the students with deliberate thoughts and actions”. Language learners who are strategic and conscious of their learning process are more inclined to have metacognitive knowledge regarding their own thinking process and learning approaches, as well as a comprehensive realization of what a task really entails. The method which is most frequently and efficiently used for the purpose of identifying one’s students’ language learning strategies is without a doubt through questionnaires (Debois, 2022).

However, it does come with its own limitations. To name a few: students possibility to not remember the specific strategies they may have used in their academic past, they may wrongly claim to employ strategies which in reality they do not employ, or that they may not be qualified enough to comprehend the strategy descriptions in the questionnaire items which maybe in the target language.

The main objectives of language strategy use inventories, include but definitely not limited to aid learners to obtain consciousness and awareness of novelty strategies which they can employ in their language learning process, to aid learners to identify other language learners who have tried similar and different strategies, to aid them to enhance their language learning process (Rifkin et al., 2003).

The primary concern of this research is to determine how prospective English teachers who are currently studying at English Language Teaching departments process new information and what kind of strategies they employ with the purpose of thoroughly comprehending, learning and recalling information (Tok, 2007). This research will also try to explore the employment of learning strategies as a crucial element for the prospective English teachers.

1.4. Purpose and Problem of the Study

This research will try to find the answers to questions such as “Are prospective English teaching students using adequate strategies to teach themselves” and the main purpose of this study is to “investigate the usage of strategies for language learning of prospective English teachers who are currently studying at the department of English Language Teaching”. It is also imperative for this study to evaluate if there is any sort of relationship between the employment of language learning strategies and variables such as gender, span of learning English, and English language achievement. Furthermore, this study aims to determine whether the prospective teachers, who were assumed to have learned a foreign language, are able to use adequate language learning strategies themselves. We must identify what kind of strategies they employ before allowing them to convey their messages to their students. Therefore, this study mainly focuses on the following research questions:

1. Which is the most frequently language learning strategies used by prospective English teachers?

2. Does students' employment of language learning strategies differ according to their grade at university?

1.5. Significance and Limitations of the Study

The significance of this study stems from the fact that the end result of this research will aid prospective students to become more aware of their students' struggles when they start teaching personally. They will have familiarized themselves with the strategies that helped them over the years of learning a second language, thus becoming more effective in the way they convey their language learning knowledge. This study will automatically assume that the prospective students will be genuine when answering the questions.

When we take into consideration the research questions which are presented above, which may otherwise be under emphasized in other studies, it will be safe to reach to the assumption that this study will have valuable contributions to the field of English Language Teaching in terms of researching university students' employment of language learning strategies which are deeply related to other important variables such as gender, and the amount of time spent learning English as a second/foreign language. This research is carried out with the aim of raising awareness of both language learners and teachers, their parents and the universities at which this study is performed as well as other similar universities with the same context and profile. This research can give some responses to the problem of teaching and learning English as a foreign language in Türkiye.

1.6 Definition of Terms

Language Learning Strategies: Oxford (1990) defines language learning strategies as "procedures which are followed by students with the goal of enhancing their learning of English as a foreign language". Strategies are essential in terms of foreign language learning on the grounds that they are the means of self-directed and active involvement, which are extremely crucial to develop communicative proficiency.

Span of Learning English: The amount of time that was spent by each participant of this study learning English as a foreign/second language (Mohamed Khalifa Gawi, 2011).

Language Learning Strategies Category: There are six main categories of strategies when it comes to language learning, which are memory, metacognitive, cognitive, compensation, affective and social strategy categories. In this particular study, foreign language learning strategy category will be made use of with the purpose of setting strategy statements which are used by foreign language learners while learning a foreign language (Habók & Magyar, 2018).



CHAPTER 2

2. LITERATURE REVIEW

The second chapter deals with definition of concepts and terms which are related to the field of foreign/second language learning and also puts forward the theoretical assumptions which lay behind common language learning strategies. Later on, the chapter proceeds with researches which are carried out both abroad and in Türkiye on the concept of strategies for language learning.

2.1 Theory of Language Learning

Language is the only qualification by which humans differ from every other creature. Thus, in doing so, language brings all humans together across artificially constructed social barriers. It is a means of communication that every human being uses in a non-instinctive way. Language is a means of communication through which people's thoughts are organized and also expressed. In other words, language aids us form our concepts, analyze our complicated thoughts, and enables us to emphasize attention on ideas which otherwise would be hard to convey.

Attaining success in a world that is getting progressively globalized world necessitates requirements which are essential to versatile communication skills and familiarizing oneself with various cultures which maybe alien to those of our own (Meriläinen & Piispanen, 2019). The European Commission recommended in 1995 that every European citizen should obtain at least two foreign languages additional to their native language. With this valid recommendation in mind, it is essential that necessary emphasize must be granted to obtaining a second/foreign language. In the following paragraphs, major theories in the field of language learning can be found.

Constructivism:

It is based on the principle that learners are capable of constructing their own knowledge and also that learners determine their own reality by means of their experiences. Essentially, learners make use of their previous personal knowledge as a

solid foundation and contrast on it with new knowledge they obtain. By doing so, each learner's personal experiences make their learning process unique to them.

- It is founded on the basis of cognitive psychology, social psychology, educational research and neurological science.
- It puts forward the idea that learning is an active process. When new information is combined with existing knowledge, one can construct proper knowledge.
- It has great contributions to the recently popular idea of moving the focus of learning from the teacher to the learner.
- According to Jean Piaget's constructivism, language is nothing but a reflection of our thinking.
- Social constructivism declares learning is a collaborative activity.
- Meanings and understandings are constructed through social encounters.
- The culture and social environment are both important in cognitive development.
- According to Vygotsky, language is developed through social interactions.
- This theory recommends support and guidance based on learner's needs.

Behaviorism:

It focuses on the principle that all behaviors are obtained by means of interaction with the personal environment. According to this learning method, behaviors are acquired through the environment. It also states that innate/inherited factors have very little influence on people's behaviors.

- According to Skinner, children learn language through behaviorist reinforcement principles, which are: stimulus, response, reinforcement and repetition (Brown & Douglas, 2007).
- Learning a language depends merely on imitation.
- According to Bee and Boyd (2010), language learning can be defined as a process of forming habits, including a time period of trial and error.

Innatism:

Innatism states that all children hold within themselves an inborn ability to acquire language effortlessly. According to Chomsky, children's brains are not considered to be empty buckets that solely make use of language by means of repetition and imitation.

- Chomsky criticized Skinner's theory on the grounds that language acquisition cannot be dependent on language input alone.
- He proposed a theory called Universal Grammar.
- According to this theory, all children are born with innate capacity to build correct grammatical structures.
- Children have an innate knowledge of certain principles that guide them in developing their languages (Pinter, 2006).

Krashen's Theory of Second Language Acquisition:

According to Stephen Krashen, over-analyzing the language, formulating rules, and teaching learners complex facts about the target language should not be considered as teaching a foreign language. Only if the students are interested in the subject and the target language is used as a means of teaching then the teaching of grammar can be made use of in the process of language acquisition.

- It consists of a series of hypotheses.
- The Acquisition-Learning Hypothesis suggests the former is a subconscious process and the latter is a conscious process.
- Natural Order Hypothesis suggests that language is acquired through, as mentioned in the name, a natural order.
- The Monitor Hypothesis suggests the ability to use what one has learned so far.
- The Input Hypothesis suggests we acquire language through comprehensible input.
- The Affective Filter Hypothesis suggests the comprehensible input will not result in acquisition if it is filtered out (Celce-Murcia, 2001).

Additionally, below are some of the major approaches towards foreign language acquisition (Stevie, n.d.):

Grammar-translation Approach:

This method is derived from the method of teaching Greek and Latin. Via this specific method, learners obtain grammatical rules and they later on apply the mentioned rules by translating different sentences between both the target language and the native language.

- This approach utilizes the learners' mother tongue to teach the target language (L2).

- It puts significant amount of emphasis on using grammar correctly, without regards to the substance or context which is being learnt.
- It uses requires learners to memorize grammar and vocabulary.
- It includes various written examples and drills where grammar rules are closely observed.

Direct Approach:

With this method teachers make use of explicit techniques of teaching with the purpose of teaching a specific skill. This sort of instruction is mainly teacher-directed, so a teacher classically stands at the front of a room and provides information to students.

- The approach was constructed as a counterattack on Grammar-translation Approach.
- This approach places emphasis on the spoken aspect of the language and the development of learners' oral skills rather than the written form.
- According to this approach, grammatical rules are not supposed to be taught by teachers explicitly but rather in an inductive manner by the learners through exposure to the second language repeatedly.
- Teachers do not utilize the students' mother tongues but only the target language.
- The item above makes it obligatory to have listening and comprehension exercises to be at the center of this approach.
- The learners are not given any vocabulary lists to be memorized, however there is abundance of words and phrases to be listened to for to allow learners to familiarize themselves with it.

Audio-lingual Approach:

It is a method of foreign language teaching where the main emphasis is on acquiring both phonological and grammatical structure, specifically when it comes to abilities of listening and speaking. It is based on behaviorist approach and therefore relies greatly on formation.

- According to this approach, languages must be taught through a system of reinforcement.

- It suggests that a language can easily be diminished to a very basic set of sounds, which when combined, become spoken words. And those words in exchange, become phrases and then sentences when phonetically joined.
- The main emphasis is given to the spoken form rather than the written one.
- The purpose of this approach is to form proper linguistic oral habits by means of correct repetitions.

Communicative Approach:

It is based on the principle that learning a foreign language in a successful manner is achieved by means of communicating real meaning. If language learners are involved in real communication, their natural strategies for acquiring a foreign language will be made use of, which will allow them to learn to use the language.

- In accordance with this approach, the main responsibility of the teacher is to give the learners as many opportunities as possible to provide and collect meaningful communication.
- Authentic materials are often used.
- Activities that are interactive are the cornerstone for this approach.

Community Language Learning:

It is a language-teaching approach with great emphasis on group-interest learning. It is also based on principle of counseling, where the teacher mostly plays the role of a counselor and a paraphraser, while the learner is considered to be a client and collaborator.

- In a classroom where this approach is used the class learns together as a single unit.
- The learners are not found listening to the same old lecture repeatedly, but rather getting meaningful interactions in the target language.
- The main role the teacher plays in this approach is that of an encouraging counsellor and a guide.
- There are no previously set lessons for the class. The learners themselves choose what they want to talk about.

Functional-notional Approach:

It contains various types of strategies required for language teaching deriving from the content of learning from the first analysis of the learner's need to express meaning. It

puts great emphasis on a language syllabus. Its main focus is on pulling apart the global concept of language into units.

- This approach recognizes language as communication with a purpose. Every sentence we utter has purpose and meaning.
- Essentially, we utilize all kinds of items of a sentence (i.e. verbs, nouns, pronouns, adjectives...) with the purpose of expressing language functions and notions.
- The language teacher must primarily evaluate in what ways the students will be using the target language.
- For instance, if your target audience is toddlers, you should be inclined to teach your students certain language learning skills which would be helpful to them when communicating with “mommy” or “daddy”, or with their peers. Therefore, they should be taught some of social phrases such as “thank you,” or “please” which are the key to this approach.
- If you are teaching business professionals, you go in the direction of teaching them language’s formal forms, such as how to be successful at delegating tasks or how to orally congratulate a job which is done well.

Natural Approach:

This approach derives its basis from a communicative approach to language teaching and altogether rejects previous methods such as the audio-lingual method of teaching and the situational language teaching approach.

- This approach follows the path of children learn their mother tongue.
- It proposes that just like a “silent period” takes place where the babies don’t say a single meaningful word, students must be given adequate amount of time to only listen and internalize the language.
- It is not a priority for this approach to expect the students to pronounce words and phrases correctly, listening comprehension is.
- Students are expected to firstly observe, then to read the situation, to make mistakes and also self-correct.

Total Physical Response:

It is a method of teaching language via using physical movement to react to verbal inputs. The process mimics and imitates the pattern that infants learn their mother tongue.

- According to this approach, actions, gestures and movements are of vital importance in language acquisition.
- TPR claims that when learners notice movement and then they imitate the move, the students' brains generate relatively more neural connections which eventually paves the way acquiring the language efficiently.
- Another cornerstone of this approach is that learning a second language should happen without the presence of stress. More time and space is used for fun activities instead of pop quizzes and exams.

2.2 Theoretical Assumptions behind Language Learning Strategies

Along with the fact that the extremely important role of learner characteristics in the learning-teaching process has been emphasized in the literature, the effect of these characteristics in language learning environments has started to attract the attention of researchers (Cesur & Fer, 2007). The term 'learning style' is defined by Ortega (2009) as "the most desirable way of learning a language which involves the learners feeling comfortable enough to comprehend, recall, and apply newly learned information or knowledge".

According to Dornyei (2005) learning style is the mirror to our language students' learning profile. This idea gained support by Selinker and Gass, who in 2008, argued that learning style is about learners' preferences on obtaining, processing, and retaining new information. It is a well-known fact that learning style has a crucial role when it comes to instructional processes, Therefore, teachers English as a second or foreign language are encouraged and expected to master not only the language learning style concepts but to attempt to identify the learning styles of their students, as well (Rinekso, 2021).

Studies and research on language learning strategies began to attain attention in the early 1960s. In particular, developments that took place in cognitive psychology had significant influence on majority of the research which was performed about language acquiring strategies (Williams & Burden, 1997). Among the majority of the research about language learning strategies, the main attention has been dedicated to "analyzing what

efficient second language learners say that they do while obtaining a second or foreign language. Even in some cases, they are closely observed while learning a second or foreign language." (Rubin & Wenden, 1987). Rubin began his research in 1971, focusing on exploring and investigating the strategies of successful students and claimed that once those strategies were identified, they could be made available for relatively less successful learners (Hişmanoğlu, 2000).

According to Assaiqeli (2013), there are four different theoretical approaches or standpoints to language acquisition and language learning, each of which have had significant amount of contribution contributed to the study of language, enabling it to become a distinct field of study, and an autonomous scientific discipline. Bloomfield, Skinner, Chomsky, and Halliday, crucial scholars in the field, adopted the views of Structuralism, behaviorism, cognitivism, and the social semiotic, respectively.

Chomsky, in favor of cognitivism, also coined the term "*language acquisition device*" (LAD) (Lavadenz, 2011).

According to Hausser (2004), the LAD consists of four internal linguistic properties:

1. The ability to assess production of language to determine production accuracy;
2. The ability to recognize that merely a few types of linguistic structures are eligible while others are not eligible;
3. The ability to organize linguistic structures into different categories which can be refined and;
4. The ability to identify speech sounds from every other sound that there is in the environment.

According to Oxford (1990), language learning strategies aims to expand and promote competence in communicative skills. She splits language learning strategies into two different pieces, which are direct strategies and indirect strategies. They, later on, get subdivided into six categories. In accordance with, Oxford's taxonomy, metacognitive strategies aid language learners to adjust and administer their learning process. Strategies which are effective deal primarily with the emotional needs of students while strategies concerned with social skills pave the way for improved interaction within the second language. Cognitive strategies can be defined as the mental strategies that language learners utilize to obtain a sense of their learning. Memory strategies are the ones which are used to store information meanwhile compensation strategies aid language learners to

overcome their knowledge gaps to have an uninterrupted communication. Oxford (1990)'s taxonomy for foreign language learning strategies can be found below:

Direct Strategies:

Direct strategies consist of three main parts, which are memory, cognitive and compensation.

- **Memory:** It is associated with forming mental connections. It also involves images and sounds, revising the subject, and finally, putting it all into actual action
- **Cognitive:** It is associated with being able to practice, collect and send out messages, , identify and think rationally, which results in creating meaningful structures for input and output
- **Compensation:** It involves taking an educated guess and getting over previously set barriers in both speaking and writing

Indirect Strategies:

Indirect strategies consist of two main parts, which are metacognitive and affective strategies.

- **Metacognitive Strategies:** It puts your personal learning experience above all else while accommodating and organizing your learning process. Eventually, it evaluates your performance, as well.
- **Affective Strategies:** It is mainly concerned with reducing your anxiety levels. It attempts to give you the ability to encourage yourself and controlling your emotions.

It can be safely concluded that majority of the recent research in this field has been constructed by variety of concepts of language acquiring strategies that goes well beyond the cognitive processes and accomplishes to include social and communicative strategies (Hişmanoğlu, 2000).

2.3 Language Learning Strategies

Many definitions have been come up with for language learning strategies. One of which is thanks to Nambiar (2005) who defined the term learning strategies as “ all kinds of processes that foreign language learners deliberately choose to aid themselves in their learning progress via improved absorption, remembering and applying newly-obtained information in a preferably academic environment”. It is also imperative to bear in mind

that language learning styles are not dichotomous. In other words, they are not nominal variables which have only two categories or levels (Ehrman, 1996). These strategies, according to Cesur and Fer (2007), expedite the absorbing the language, storing it in memory, recalling it when needed or employ in daily situations.

Ün Açıköz (2009) describes one of the contemporary teaching principles as the creation of learning-teaching processes that take into account individual differences. Many of the studies in this field cannot help but emphasize the undeniable role that individual characteristics play in second/foreign language teaching (De Florio-Hansen 2006; Ehrman, Leaver, & Oxford 2003). The main features of language learning strategies have been summarized by Oxford (1990) as follows:

- They serve the same common goal of building communicative competence.
- They allow learners to be more autonomous in their language learning process.
- They develop the role of teachers.
- They are specific learner actions which come from problem oriented people.
- They cover many angles of the learner, instead of only cognitive.
- Learning both directly and indirectly is encouraged.
- They cannot always be observable closely.
- They are usually deliberate actions.
- It is possible to teach them.
- They are adjustable.
- Many factors come into play to affect them.

In short, the main features of language learning strategies enable students to build communicative strategies, become autonomous and problem oriented.

One of the most common reasons for use of exploring language strategy is to demonstrate the existing relationship that exists between language learning strategies and proficiency of language (Takeuchi, 2007). Numerous previous studies explored the relationship between the mentioned variables and found a strong relationship (Peacock & Ho, 2003). According to Fewell (2010), the striking common similarity in the use of language learning strategies by individuals whose proficiency is at a high level language and the difference when it comes to the employment of learning strategies of individuals whose language proficiency is at a low level indicate that language learning strategies are a crucial variable associated with success or failure in language learning.

According to Rubin (1975) The language learning strategies utilized by successful language learners include being willing and make accurate predictions, being willing to communicate and being open learning during this communication. They generally are not considered to be shy people as they are open to making mistakes in order to learn and communicate. They check the accuracy of their own speech and that of others.

The thorough literature review on this field suggests that there are various factors that affect the learning process and learners' choice of language acquiring skills such as age, aptitude, motivation, nationality, sex, investment, personality, life experiences and beliefs, and so on (Day, 2002; Dörnyei & Skehan, 2003; Gardner, 1995; Ehrman & Oxford, 1990; Ellis, 2008; Nyikos, 1990; Oxford & Nyikos, 1989; Peirce, 1995; Tok, 2007; Wenden, 1987; White, 2008). Abedini Rahimi & Zare-ee (2011) showed in their study that English as foreign language learners who in general possess relatively more preferable and reasonable beliefs, use foreign language learning strategies more frequently and also that they hold higher levels of proficiency in their language learning process. Along those lines, Meshkat & Saeb's (2012) research paper showed us that a significant and positive relationship was found between learners' belief systems and kinds of strategy that they employ. There found to be the strongest relationship between the learners' metacognitive strategies and the amount of motivation and expectations that they hold.

Considering that the main purpose for investigating language learning strategies (LLS) is to improve language learning processes and increase the level of language proficiency. Researches carried out in this field mostly deal with language learning strategy use referring to language learning proficiency (Magogwe and Oliver, 2007; Chen, 2009; Al-Qahtani, 2013; Charoento, 2016; Rao, 2016). A prominent shift has been observed within the field of language learning and teaching over the past twenty years in which stronger emphasis is put on language learners and language learning rather than on language teachers and language teaching (Hişmanoğlu, 2000).

As many research papers from various areas of disciplines demonstrate that there is a positive relationship between learning outcomes and being open-minded for new experiences, it is possible to conclude that second language learners are also affected by their personality traits (Nofle & Robins, 2007; Öz, H., 2014). This claim is also supported by several other studies who concluded that there is a positively significant relationship

between metacognitive strategies and being open to new experiences (Ayhan & Türkyılmaz, 2015; Kang, 2012).

Furthermore, the results of the study are found to be consistent with Kang's study (2012) which displayed that being open to have experience and conscientiousness dimensions were the most important predictors of using LLS. Being extraverted as a personality dimension is also another important predictor of the study as results of the study revealed that L2 learners who are extraverted made use of more meta-affective strategies.

As explained by Dörnyei (2005), the language learners' attitude and personal characteristics play a crucial role in enabling the aforementioned learner's ability to obtain efficient language learning skills and utilizing them in appropriate situations. According to him, there are five main types of personal attitudes that define the learners' ability to learn the target language. They are listed below as:

- Being open to new experiences: Students who have high scorers are generally found to be imaginative and curious. Being flexible and having an urge to create, to be keen on art, looking out for novel things, uniqueness and leaving traditionalism behind are among the many things that separate the students with low scores who are usually found to be conservative and conventional. It is not unusual to also define them as people who are down-to-earth, who are not interested in any form of art, and are very pragmatist.
- Being dutiful: Students who achieve high scores are mostly observed to be systematic. They are meticulous people who are also efficient in their work. They like to be organized and considered reliable and responsible while students who obtain low scores are mostly unreliable, have no sense of purpose and indifferent to themselves and to their environment. Unlike high scorers, they are disorganized, late for everything, full of excuses and are negligent.
- Being extraverted–introverted: Students who get high scores are observed to be sociable,, talkative and active in their environment. They are assertive people who make their presence known meanwhile students who get low scores are, more often than not, found to be inactive and silent. They reserve themselves by withdrawing from their environment.

- **Being Agreeable:** Students with high scores are usually good-natured, favorable, and respectful and are able to forgive and trust. They have cooperative skills about which they keep themselves modest. In the meantime, students with low scores are perceived to be cold by others, skeptical, impolite and critical of others' works. They like to think they have enemies and are therefore suspicious of anything. They like to take revenge and are irritable.
- **Neuroticism and Emotional Stability:** Students with High scores are worrisome, constantly anxious, and insecure of themselves. They are depressed and unstable while students with low scores are observed to be calm and content with the situation they are in. They are not uncomfortable but relaxed.

Learner beliefs are an important factor when it comes to language learning strategy use. Beliefs are considered to be a crucial element of individual learner differences which have a tendency to have a strong effects which exist on the procedures and end results of SLA (second language acquisition) (Kalaja & Barcelos, 2003). With this in mind, it is proposed by White (2008) that efficient language learners are prone to possess positive beliefs regarding themselves as foreign language learners and also regarding the target language. In 2005, Chang & Shen (2005) carried out a study whose end result concluded that there is a positive and strong relationship between beliefs of students and strategies of language learning.

There have been many studies investigating the role that sex (gender) plays in the field of language learning strategies. According to Viriya and Sapsirin (2014) males tend to learn with more visual material, they are more motivated by their peers and tend to learn relatively less by listening when compared to females. On the contrary, female language learners incline to be auditory and learn better when it is quiet (Tatarinceva, 2009). It was proposed by Tannen in 1992 that male language learners would rather perform learning tasks which include talking in public areas more on the grounds that they feel obliged to establish or keep up with their position in their social group meanwhile, female language learners choose talking in more private environments for they perceive conversation as a strong way of maintaining relationships.

When it comes to recalling verbal information, names, faces, and locations, female language learners are found to be performing better than males at language learning tasks while males, perform better on the subject of travel directions tasks (Tatarinceva, 2009).

Furthermore, it was proposed to be right by Kraft and Nichel (1995) that female language learners seem to be performing better at verbal fluency, vocabulary and quality of speech. However, male students are found to be performing better at writing.

When investigating the relationship between gender and language acquiring strategies, it was proved by Kamarul et al. (2009) that female language learners report utilizing language learning strategies more often when compared to male language learners and significant differences are found between genders about the usage metaphysic and affective strategies: females have been found to tend to use them more often than their male peers. In well accordance with the issue mentioned above, it can be safe to conclude that gender is one of the many factors that hold strong influences regarding language acquiring styles as well as strategies.

Wong and Nunan have confirmed in 2011 that the language learning strategies assist language learners turn into more effective and efficient learners both inside and outside the classroom and furthermore assist them in fostering more efficient development for language learners' excellency of the target language after graduating.

In recent times, Oxford revised her categories of strategy and came up with a novel model which has four different categories of strategy, which follows as: cognitive strategies, affective strategies, sociocultural-interactive strategies and metastrategies. Metastrategies in themselves consist of meta-sociocultural-interactive strategies, metacognitive strategies and meta-affective strategies (Griffith and Oxford, 2014; Oxford, 2016).

2.4 Self-Regulated Language Learning

The concept of self-regulation has been found to be the focus center in majority of the recent research attention of various researchers. Self-regulated learning (SRL) is a fundamental framework of concepts with the purpose of comprehending the various aspects of learning such as cognitive, motivational, and emotional (Panadero, 2017). Furthermore, there have been a variety of descriptions and explanations for self-regulation. Dörnyei (2005) defines this new concept as "the level to which learners deliberately take part in their learning" while Zimmerman and Risemberg (1997) describe it as "a more dynamic concept, which puts more emphasis on the strategic efforts of language learners to be able to administer their own success through particular beliefs and

progresses". According to Schunk and Zimmerman (2008), self-regulated learning enables language learners to trigger cognitions and also maintain it, form purposeful behaviors which are comprehensively oriented to the obtainment of language learning goals.

According to Zimmerman and Martinez-Pons (2001), self-regulated language learning indicates how every individual have control over their personalized learning process, specifically how to plan, manage, aim attention at process and assess their learning process. Afflerbach et al. (2008) suggest that self-regulated language learning strategies are "conscious, target-directed and also tries to administer and take charge of deliberate efforts to obtain the target language". Meanwhile, Baumeister and Vohs (2004) claim that self-regulation is regarded to include processes which accordingly let learners take charge of their actions which are shaped through their personal thoughts and feelings.

While Williford, Whittaker, Vitiello, and Downer (2013) consider self-regulation as the individual capacity of a person to administer emotions and behaviors in an appropriate manner under specific conditions, Zimmerman (2000) defines self-regulation as "the dedicated commencement of behaviors, attitudes and thoughts with the purpose of achieving individualistic goals". On the contrary, Boekaerts (1999), in his "Self-regulated learning: Where we are today", tries to incorporate affective elements into cognitive elements on the grounds that all such elements operate together on various levels of the information system.

Additionally, Weinstein (1994) developed her own comprehensive strategic learning model; however, her model specifically puts more emphasis on learners as active and self-determined individuals who are capable of processing new information and also who can construct knowledge. This model plays a crucial role as the theoretical foundation for this field because it successfully illustrates the intricacy of three main elements of language learning strategies which are will, ability and self-regulation (Jdaitawi, 2016). In accordance with Weinstein, skill is associated with different actions or thinking processes in relation to the understanding key elements and processes and the way in which meanings are formed in the minds of human beings. Will is related to individual's attitude towards language learning, their acceptance level of new information, the free will to concentrate and make purposeful efforts, and their anxiety towards their personal learning progress (Tsai, 2009).

Zimmerman (2008) suggests that self-regulated language learning is associated with self-directed learning processes which provide the language learners with the opportunity to convert their mental abilities into active skills of performing. According to him, learners who are capable of regulating their language learning process are considered to be the kind of individuals who obtain new knowledge proactively rather than reactively. In other words, they exhibit individualistic initiatives, strong perseverance, and adaptive skills for language, which stem from metacognitive strategies as well as motivational beliefs (Zimmerman, 2006).

Ertmer and Newby suggested in 1996 that language learners who are capable of self-regulating efficiently must also be able to make a solid plan for approaching an assignment ahead of their actions, observe their personal development throughout the performing of the task, assess the learning process and also the end result after the completion of their plan, ponder upon their learning process during the series mentioned above and, turn their information into action and amplify the amount of strategies they can utilize

Comprehending the underlying issues which motivates and encourages learners to engage themselves in self-regulation has turned out to be an important issue due to the fact that learning with self-regulation is a major predictor of academic success (Ahmed, 2017). It goes without saying that in addition to being aware of which angles of the language learning process to improve and the means to improve these aspects, learners who self-regulate must also tried to be motivated to improve (Toering et al., 2012). Pintrich and Schunk have arrived at the conclusion that self-regulated learning among students is strongly related to variables of motivational outcome such as motivational beliefs, self-efficacy and effort were strongly associated with usage of cognitive and metacognitive strategy.

It is therefore imperative to differentiate self-regulation from mental capability because Zimmerman suggested in 2001 that it is "learners can convert their mental skills into task-oriented academic skills through the process of self-direction. Accordingly, self-regulation enables language learners to both carry out the task in an efficient manner all the while controlling them with engaging in the learning environment (Oxford, 2011). As it is implied in the name, learners who master the ability of self-regulation are able to take

control and responsibility of their language learning journey and they therefore take more active roles are taken to become self-governing learners (Köksal & Dündar, 2017).

This conceptual approach of self-regulation stresses the importance of the language innate self-regulatory capacity of language learners which triggers their personal efforts to look for and later on apply those personalized strategic language learning mechanisms (Tseng et al., 2006). There are three main characteristics of strategic language learning, which are being intentionally invoked, aim-directed, and behaving in an effortful manner (Weinstein et al., 2000).

According to Oxford (2011), the characteristics of strategic self-regulated learners include but are not limited to participating in their own learning in an active manner, obtaining their language learning goals by means of having a control over various angles of their learning, being capable of regulating their cognitive and affective situations along with performance which is observable and lastly, their current environmental circumstances for learning, utilizing language learning strategies to manage their personal beliefs about learning, making use of strategies to moving from declarative information to procedural information in a cognitive manner, being capable of electing the appropriate strategy for various circumstances, goals, situations and settings, comprehending that there is no perfect strategy which necessarily fit every circumstance or purpose and lastly, exhibiting awareness for the relationship that exists between strategy use and language learning outcomes

Research carried out in this field demonstrates that learners who self-regulate their learning achieve better in school when compared to those who do not engage themselves in such actions (Dent & Koenka, 2016; Hattie & Donoghue, 2016). Furthermore, various research have proven that language learners who are competent about their learning capabilities are more likely to use self-regulated strategies in comparison with those who are doubtful about their self-confidence (Pintrich & De Groot, 1990; Wolters & Pintrich, 1998).

2.5 Research on Language Learning Strategies Abroad

The area of language learning strategies holds within itself considerable amount of academic research concerning various skills or angles of their own application in a classroom environment. One of the most crucial researches was conducted by Chamot

and O'Malley in 1984. Their study was a two-phased one regarding the utilization of language learning strategies of students of English as a target language. The initial phase was a descriptive study to find out the strategies the students employ both inside and outside the classroom. Seventy high school students and twenty-two English teachers attended the study. The interview was performed in the mother tongue of the students to find out the strategies they use and a final list based on their answers was formed. The students were asked in the interview to describe any kinds of techniques or tricks they used in comprehending and recalling the target language in specific oral language tasks and these were: pronunciation, vocabulary, and listening comprehension. The participants were also asked about communicative situations which took place outside of school environment. Additionally, the participants were observed in their classroom to evaluate their use of language strategies. As a result of which, twenty-six different kinds of strategies were come up with under three main categories: metacognitive strategies, cognitive strategies and social strategies.

The second phase of the study contained a strategy training of two weeks to find out whether strategy training would have any effect on learning specific language tasks or not. Participants who held a level of English at intermediation were appointed with a random manner, nearly in proportion with ethnicity and gender. Inside each group of the mentioned three schools there was one of the three main strategy groups: a control group – a metacognitive group and, a cognitive group. The study also included three subgroups: Asians, Hispanics, and a mixture of language backgrounds. The participants of the students that belonged to cognitive group obtained only training of cognitive strategies. Participants of the control group did not get any kind training at all while those of the metacognitive group received training of metacognitive language learning strategies.

Results of the study showed that the students in the cognitive and metacognitive groups showed better performance than the control group significantly on the aspects of speaking after the test and $\frac{3}{4}$ out of the daily listening skills test. However, having conducted the post hoc analyses for the vocabulary data, it was found out that Hispanics participants in the metacognitive group were discovered to be profiting greatly from training while Asian participants in either one of the groups did relatively worse than the students in the control groups. This confirmed that the teachers' previously formed impressions of the Asian participants were inclined to refuse making use of language

learning strategies with vocabulary. They appeared to prefer repetition of roles which worked more successfully for the students in the past.

Griffiths and Parr (2001) conducted a research study which asked the question of the way theories of language learning strategies is in relation with the practice of the language for both learners' and teachers' perceptions. The questions in the research intended to find out language learning strategies are most frequently used by the language students who are not natives of the target language. The study had 569 participants from different language learning backgrounds, namely: tertiary schools, high schools and private language schools in New Zealand. The ages of the students differed from 14 to 64. The participants had various motives to learn English as a second language. Work requirement or personal satisfaction was found to be the main two motives. Additionally, thirty of their teachers were included in the study.

The teachers involved in the study also completed the Inventory of Language Learning Strategies (ILLS), which was developed by the study's researcher. The teachers were required to assess their students' performances by means of ranking the six main kinds of strategy categories in accordance with their frequency of usage of their students. The result indicated that the students made use of memory strategies the least frequently while teachers assumed that their students made use of them the most. On the other hand, meanwhile the student participants reported using social strategies in second place, their teachers falsely ranked social strategies in third place. Furthermore, students claimed to have used strategies of compensation and cognitive in medium frequency, which puts affective strategies only one point above than memory strategies. This study showed significant inconsistencies in perception of language learning strategies between students' and teachers'.

Another research study which was conducted by Habók and Magyar (2018) aimed to investigate our conception of language learning strategies in a foreign language learning context. First of all, they started by identifying, followed by examining the language learners' use of language learning strategies in connection with their proficiency, attitudes towards foreign language, and overall school success.

Results of the study confirmed that their participants showed inclination towards metacognitive strategy use. The strategy type which was used the least frequently was compensatory ones and memory strategies were found to be the least common.

Significant differences were observed between more proficient students and the less proficient students in terms of strategy use. The research concludes that learners who are more proficient make use of a wider extent of strategies when compared with less proficient students and strategy use has been shown to hold a crucial effect on foreign language learning.

Another research study (De la Fuente et al., 2014) which had a total of 1101 participants of university students aimed to examine the ways self-regulation and regulatory teaching in relation with approaches for learning, self-regulated learning, mechanisms for stress management, and also how they affect performance and satisfaction about the learning process. The study concluded that language teachers' regulatory behavior in teaching proved to have positive effects on self-regulation, coping strategies, self-regulated learning, approaches towards learning and, finally, on learning satisfaction and performance.

A research study aimed to investigate the joined impact of low-medium-high levels in both (PSR) and (RT) on the dependent variables. The study had participants of 544 undergraduate students from two Spanish universities. Their data collection was obtained from accepted instruments in Spanish forms. They used an ex-post-facto design, different Univariate and Multivariate Analyses (3×1 , 3×3 , and 4×1). Results of the study exhibited clear evidence for a consistent effect of low-medium-high levels of Personal Self-Regulation and of Regulatory Teaching. According to the study, levels of PSR affected the stages of approaches for learning, academic confidence, resilience, test anxiety, engagement, and also procedural and attitudinal academic achievement in a positive and significant manner. Additionally, the most favorable kind of interaction came from a higher level of PSR with a higher level of RT process (de la Fuente et al., 2017).

In 2014, Viriya and Sapsirin sought to examine the role that gender differences play in terms of language learning styles and strategies. Their research study utilized the Perceptual Learning-Style Preference Questionnaire (PLSPQ) in order to research the students' learning style preferences. The PLSPQ was in the form of the five point Likert scale, which ranged from "strongly agree" to "strongly disagree". It had thirty questions with sentences for each one of the six learning style inclinations, namely: group and individual learning, visual learning, auditory learning, kinesthetic learning, and tactile learning. Also, version 7.0 of the Strategy Inventory for Language Learning (SILL),

which was designed by Oxford (1990), was used to figure out the learning strategy preferences of freshmen at the faculty of Information and Communication Technology (ICT) located in Thailand. The questionnaire contained 50 items. It is a five-point scale with options from ‘never or almost never’ to ‘always or almost always’. A total of 150 language learners participated in the study. The end results of the study point out that gender in fact affects students’ language learning style but no conclusive evidence was found to indicate any effect on language learning strategies.

Tseng, Dörnyei, and Schmitt developed their own item pool in 2006. Consisting of three focus groups, each of which held eight participants, all of whom were university level students in Taiwan, interviews to inspire the initiation of possible items was the first phase of their research study. The purpose of these three groups was to achieve variation in terms of not only the gender but the participants’ educational background, as well.

The interviews for the focus groups were executed in the participants’ mother tongue which is Mandarin. The data from the analysis of the focus group led to 36 ideas, which were later translated into items. Additional nine items were added based on points which were derived from the comprehensive literature review. The end result was 45 items in total with five subscales which are as follows:

- Commitment Control had a total of 12 items
- Metacognitive Control had a total of 8 items
- Satiation Control had a total of 8 items
- Emotion Control had a total of 9 items
- Environment Control had a total of 8 items

All of the items in the questionnaire were six-point Likert scales, which ranged from “strongly agree” to “strongly disagree”.

Piloting the instrument was the study’s second phase. Before using the pilot version, the instrument’s both Chinese and English versions were prepared. Later on, a group of specialists of translation, three in total, all of whom hold Ph.D.s in either Speech Communication or Linguistics, were required to assess the items’ overall coherence which are available in both versions. 192 students, 89 of whom were males and 113 of them were females, participated in the pilot study. All of the students were studying English as a foreign language. The participants were majoring at different subject backgrounds such as business, English, and education.

Two different kinds of different item analysis were executed in the study: Extreme Group Method and Corrected Item-Total Correlation. As for the Extreme Group Method, the items were redeemed to be adequate only if they were able to identify efficiently between the participants' upper 33 per cent and the lower 33 per cent total test score in total. An independent samples t-test was also conducted for this kind of analysis. The end results of the item analyses led to the conclusion that only four items failed to achieve well in at least one of the analyses. Because of this reason they were deleted, thus the subsequent reliability analysis had only 41 items left.

The following step was to execute an analysis of consistency reliability with the purpose of determining each subscale's reliability. Cronbach Alpha coefficients were computed for each subscale and later on it was tried to be determined which items make up scales which are the most coherent, thus causing the authors of the study to retain four items for each subscale, leaving twenty items in total for the self-regulation scale overall. The results for the reliability of the final subscales are presented below. Keeping in mind that the mean Cronbach Alpha coefficient is 0.78 and all the other individual scale coefficients are above 0.70, it can be concluded that the scales proved themselves to be well in terms of reliability.

For the study's third phase, the revised version of the instrument was administered to senior high school students for two main reasons: firstly to determine whether or not the instrument's reliability can be identified with a variety of target groups and secondly to see the measure's construct validity.

The second study's total amount of participants was 172, 90 of whom were males and 82 of whom were females, involving senior high school final year students in Taiwan. They all attended two average public schools which were neither specifically successful nor weak. There were no measures of proficiency for the participants, however, the students of the two schools were assumed to hold similar English proficiency levels, which were somewhere around the pre-intermediate level. The lead author of the research study made appearances in both research sites to explain the purpose of the study. There were no time limits to complete the questionnaires.

The results showed that the reliability indexes were merely significantly lower when compared to the sample of the pilot. It had a mean scale coefficient of 0.77. This, then,

led the authors to reach to the conclusion that the instrument of the study was accepted as within the limits of the range of acceptability as purposed.

This paper, in general, aimed to highlight the definitions of language learning strategies along with the inadequacies of psychometric instruments. It was the intention the authors to try to offer a solution, so they came up with a novel approach which would operationalize and introduce strategic learning and a new instrument named the ‘Self-Regulating Capacity in Vocabulary Learning’ scale (SRCvoc). The main purpose was to calculate language learner’s self-regulation in a pre-planner manner when learning a target language. The instrument in question was put through a series of tests. Comprehensive statistical analyses proved that the operational mechanism of self-regulatory capacity, which was newly-conceived, could be validated, based on data gathered from the study, using vocabulary learning skills as the main element. Different kinds of psychometric indexes provided the authors with strong proof that the model’s internal structure was both meaningful.

In terms of the implications this model would help actual teaching situations, it can be accepted to aid teachers in comprehending that the most crucial part of strategic learning is not at all the specific techniques that students use while attempting to learn a second language but more related to the fact that the learners themselves choose to exert creative efforts when it comes to improve their own learning. Along with this line, Chamot and Rubin (1994) also mentioned that “a successful language student cannot be defined by means of one set of strategies but rather via the capacity and skills to understand and develop an individual set of effective strategies’. That is to say, the crucial angle of empowering and encouraging learners is to set up the self-regulatory process, instead of offering the instruction of a set of strategies.

In 2016, Jdaitawi constructed a research study at the University of Dammam. It aimed to examine factor analysis of self-regulated learning questionnaire in a selected sample of undergraduate students. Four factors were redeemed to represent the concept of self-regulation: self-testing, time management, and concentration study aids. The study included 209 participants, 89 of whom were females and 120 of whom were males. Aged of the participants differed from 18-21 years. The study’s scale had 32 items and additionally eight items for each of the four subscales. The research study investigated across genders both the factorial validity and reliability for self-regulation’s each factors.

The questionnaire managed both sufficient validity and reliability. Furthermore, the confirmatory factor analysis (CFA) displayed that model's acceptable values fit to data. The results showed major differences between male and female participants when it came to the ability to self-regulate.

Bearing in mind that it is the most appropriate method for social sciences, quantitative analysis method was utilized in this research study. It goes without saying that the method of survey is the most widely used type of method for the purpose of collecting data in the social sciences (Neuman, 2004). The participants of the study were comprised of 209 Saudi students, all of whom were at the time of the study enrolled at the University of Dammam.

The research instrument, Learning and Study Strategies Inventory (LASSI), is made up of 32 items and its scores are recorded on a five options variance which ranges from a score of 1, "not at all typical of me" to 5, "very much typical of me." The procedure of statistics was entirely analyzed via SPSS 14.0 and AMOS 7. Based on the data gathered from the participants of the study, the internal consistency (Cronbach Alpha) reliability coefficient was found .97 in terms of the self-regulated learning strategies. The instrument's subscales differed from .89 to .93, which is known to indicate sufficient reliability.

Through the reliability study which was executed by the LASSI split-half method. Furthermore, the reliability coefficient was found to be .94 for the entire scale. Additionally, the end result of internal consistency in terms of the self-regulation and all of its subscales were conducted through correlation coefficient, whose results ranged from .74 to .81. The sample turned out to hold a generally good utilization for strategies of self-regulation through their learning process on the grounds of both the subscales and also the mean scores of total scales.

The end results of this study are supportive of the crucial relationship that exists between self-regulation strategies such as the ability to manage time, concentration, and also study aids, and self-tests. Therefore, it is safe to conclude that these self-regulation strategies are widely used by the participants of the study while they work on their materials while preparing themselves for their upcoming tests and in class and out of class assignments.

Teachers recognize learners who are capable of self-regulation through these specific skills, thus enabling themselves to possibly make use of this information when categorizing students as those who look promising to do great in the subject area and those who will possibly and relatively will not do so well. This study also looked into changes of self-regulation levels between males and females. The authors of the study did not find a meaningful difference between men and women. A plausible explanation may stem from the fact that participants of either gender are self-involved with not only their personal needs but also with those of others, as well. Both male and female participants excelled at either choosing or developing contexts which are more in touch with their individual requirements and values, which clearly indicates that they have environmental mastery.

In a study which was based upon Zimmerman's self-regulated learning theory, Toering and his friends (2012) conducted a research on the Self-Regulation of Learning Self-Report Scale (SRL-SRS). The scale consists of six subscales: planning, evaluation, self-monitoring, reflection, self-efficacy, and effort. They investigated SRL-SRS' reliability and validity levels. Two different confirmatory factor analyses were executed. The study included a total amount of 601 adolescent participants whose age range from eleven to seventeen years and who studied at secondary schools in the Netherlands (Mage $\bar{M} = 13.9$, SD $\bar{S} = 1.3$). The instrument of the study was translated into Dutch, the native language of the participants. The initial confirmatory factor analysis showed that "an adjusted six-factor model defined the collected data and contents of its factors the best. These were later on cross-validated in the adolescents' second sample". The study revealed that relative and absolute test-retest reliability was proficient. The results of the CFA supported the scale's construct validity due to the fact that the model which was postulated by the theory fitted the data at an acceptable range. The subscales were found to be significantly correlated, thus indicating that all of the six aspects mentioned above were related to the same construction of self-regulated learning.

Habók and Andrea Magyar (2018) conducted a research study whose fundamental goal is to establish a Self-Regulated Foreign Language Learning Strategy Questionnaire. The study comprised of 2223 participants who studied at lower secondary schools. In order to evaluate their hypothesized six-factor structure model, confirmatory factor analyses (CFA) were thoroughly executed by means of structural equation modeling. The

CFA's results verified a five-factor correlated model with meta-affective, meta-sociocultural-interactive, metacognitive, cognitive, and also sociocultural-interactive factors. The affective factor was not used in the study. Internal reliability and composite reliability validated the factors' consistency. Strong evidence indicating significant relationships between factors were provided by convergent validity.

The highest amount of correlation was found to be between the meta-sociocultural-interactive and sociocultural-interactive fields. Although the correlation between the cognitive and sociocultural-interactive fields turned out to be lower than expected, it was still considered to be noteworthy. Furthermore, each field was found to be distinct from one another which indicate the strong interdependence of the various factors and proves strong evidence for that the distinct strategies are, in a sense, still interwoven and interrelated.

Kitsantas, Steen and Huie (2009) conducted a study in which a total of 81 fifth graders, 41 males and 40 females, from state elementary school participated. 74% of the participants were white, 8% of them were Afro-American, another 8% were Latino, 8% were Asian, and the last 2% were members of other ethnicities. The participants' age ranged from nine to 11 years. The mean age of the group was accepted as 10 years old. Three different scales were made use of for this research. First was "Personal Data Questionnaire" whose main goal was to provide information on participants' age, gender, grade in school. Secondly, The Motivated Strategies for Learning Questionnaire (MSLQ) with the intention of assessing students' motivation levels and their ability to apply self-regulated learning strategies. And lastly, "The Patterns for Adaptive Learning Scale" (PALS) was used for evaluating motivation via achievement goal theory.

Results of the study displayed significant relationships between the motivation variables and achievement measures and self-regulation and. There appeared to be a moderately significant relationship between self-regulated language learning strategies and a mastery goal orientation and all the GPA measures ($r = .29 - .43$, $p < .05$). In accordance with the results of the study, prior achievement and self-regulatory strategies on the standardized tests made up for majority of the variance in students' GPA and present standard of test scores in both science and linguistics.

To sum up, the results of the studies mentioned above includes the fact that students who use cognitive and metacognitive strategies show better performance especially on

the aspects of speaking and daily listening skills test. When participants showed more inclination towards metacognitive strategy use, the strategy type which they use the least frequently was compensatory ones and memory strategies. Thus, concluding that learners who are more proficient make use of a wider extent of strategies when compared with less proficient students. The importance of empowering and encouraging learners also became evident with setting up the self-regulatory process, instead of offering the instruction of a set of strategies. Planning, evaluation, self-monitoring, reflection, self-efficacy, and effort were found to be significantly correlated, thus indicating that all of the six aspects mentioned above were related to the same construction of self-regulated learning. There is a significant relationship between the achievement measures and self-regulation. There appeared to be a moderately significant relationship between self-regulated language learning strategies and a mastery goal orientation and all the GPA measures.

2.6 Research on Language Learning Strategies in Türkiye

Köksal (1999) designed a study in which 360 students attending the Preparatory School of Gaziantep University participated. The main goal of the study was to determine if there is any the relationship between students' strategies in class and their achievements at learning a foreign language. The students were divided into two different groups: "good" learners, who has strong drive to communicate, willing to take risks, do not hesitate to initiate language application, and hold an average grade of between 80-100 for the first semester, and relatively "poor" learners not exhibiting the characteristics mentioned the above and have an average grade of below 59. Students who held scores 80-100 points were accepted as good language learners while students who held scores - 59 points were seen as "poor" second language learners.

In order to obtain data, the author of the research developed two different instruments. One of them was a questionnaire that had 19 items which were designed to gather data based solely on the language learners' personal idea of how they make use of language learning strategies which were suggested to be employed by those who are accepted as "good language learners". The second instrument was in the form of student evaluation form and was handed out to the teachers so they could assess fifteen different

types of student behavior belonging to “good language learners” which are expected to be displayed in-class both for the high and low achievers.

The results of the study showed to us that, albeit low, yet significant relationship in terms of statistics was found to exist between the achievement of students and their personal idea of utilizing “good” language learner strategies. Furthermore, the teachers’ evaluation of students’ in class environment strategies use showed the statistically significant results. The fact that teachers were relatively better awareness for their students’ language learning behaviors in class when in comparison to students’ personal idea of strategies for good language learners was proved by the study.

Köksal and Dündar (2017) designed a study whose main purpose was to investigate all-encompassing self-regulated second language learning strategy use of second language learners depending solely based on the Strategic Self-Regulation (S2R) Model which was designed by Oxford in 2011. Another purpose that lied behind this research study was to thoroughly examine the possible relationships between the students’ reported self-regulated second language strategy use and their identity, which is described by Hall (2012) as the “unique set of essential characteristics which are not dependent on the type of language, and do not alter itself through various contexts”, characteristics, and finally, personal beliefs regarding second language learning, and their own proficiency levels.

The study used sequential explanatory design method. Necessary data were obtained via instruments of quantitative and qualitative data collection. A total of 205 participants from Trakya University’s Department of FLE were administered quantitative data collection instruments. The study analyzed the obtained data by means of utilizing distribution of frequency and stepwise multiple regression analysis. And, for the qualitative part of the study, the study conducted half-structured interviews with both users frequently strategy, which were analyzed via descriptive analysis.

Results of the study showed that self-regulated second language learning strategy use is strongly affected by second language learners' characteristics, identity, and personal beliefs regarding second language learning, and their own proficiency levels. According to the end results of the study, six dimensions which were proposed in Oxford’s S2R Model were, to some extent, used by second language learners. Findings of the study also revealed that the learners mostly used Affective strategies, later following respectively

by Metacognitive strategies. Contextually, results of this study were found to be in consistency with various other studies which showed that second language learners prefer Metacognitive Strategies in various contexts (Magogwe & Oliver, 2007).

In 2013, Bölükbaş performed a research study whose main goal was to specify and explore the strategies that second language learners employ and find out what kind of effects these strategies have on vocabulary learning. The study had a total of forty participants who studied Turkish as a foreign language in Istanbul University Language Center. The research was executed in accordance with “pretest – posttest control group model” amongst experimental designs. The participants were equally split into two groups of 20 as the experimental group and the control group. The experimental group was administered to the utilization of second language learning strategies and strategy-oriented activities. Meanwhile, the control group only received traditional ways of teaching.

Bekleyen (2005) reported in a study in which 73 students from Dicle University Education Faculty English Language Education participated that students use metacognitive, compensatory and social strategies the most frequently. Altunay (2014), examined the language learning strategies which are used by English students and came to the conclusion that the students mostly used metacognitive, then compensatory and social strategies. Hamamcı (2012) reported in a research study in which a total of 60 students participated who were studying at Düzce University Preparatory Department that the students made use of the metacognitive strategies the most, unlike the affective strategies whose scores came the lowest.

Oxford’s (1990) “Language Learning Strategies Inventory” was used as a means of gathering necessary data, which was later adapted into Turkish by Demirel (2009). “Vocabulary Success Test”, which designed by the author of this study, was assessed in SPSS. The results of this study revealed that during the process of learning Turkish as a foreign language, the students utilize language learning strategies at a medium level. It also showed that students employ metacognitive strategies the most while applying to the affective strategies the least. A meaningful correlation was found between the participants’ level of strategy use and their achievement in vocabulary knowledge.

Deneme (2008) executed a research study whose fundamental focus point was to determine what sort of second language learning strategies Turkish students make use of

while they are in the learning process of English. The research was executed via utilization of the descriptive research model. The necessary data were gathered by means of the SILL questionnaire (Strategies Inventory of Language Learning) developed by Rebecca Oxford. The study's questionnaire was carried out on the students of English as a foreign language.

A total of fifty participants were randomly chosen amongst the third year students, all of whom were attending the Department of English Language Teaching at Gazi University. The SILL questionnaire was used in the research. The answers of the question items were scored from (1) Never or almost never true of me to (5) Always or almost always true of me. The findings of the study indicate that it would be safe to make a general evaluation of the utilization of six groups of strategies. The participants' show that in order to make up for missing knowledge and in order to organize and assess their learning, they utilize second language learning strategies more frequently when compared to the strategies that are considered to be more appropriate for recalling in a more effective manner, managing their emotions, learning with others, and, finally, making use of their mental process.

Balcı and Ügüten's (2017) research study attempted to detect the use of second language learning strategies used by preparatory class students attending Necmettin Erbakan University, School of Foreign Languages. The study was a descriptive survey model. The necessary data were obtained via the technique of quantitative data collection. A total of 274 participants, 129 of whom were female, and 145 of whom were male, participated in the study. As a means of collecting the data, Strategy Inventory of Language Learning (SILL), which was developed by Oxford (1990), which was and adapted into Turkish by Cesur and Fer (2007), was used. The gathered data were analyzed by descriptive statistics by means of percentage, mean, frequency, and standard deviation. The results of this study concluded that participants held only a level of average language learning strategies and they made use of metacognitive strategies the most frequently, which was followed by compensation, social, memory, affective and cognitive strategies, respectively.

In 2006, Bekleyen conducted a research for the students of English Language Teaching at Dicle University whose participants consisted of 142 students who were freshmen, sophomores, juniors and seniors. The data collection instrument was Oxford's

(1990) Language Learning Strategy Scale. The scale was designed in two versions: one for students who were native speakers of English language, and another that was translated into various languages such as Arabic, French, Chinese, German, Japanese, Russian, and Spanish for students who were not natives. This study used the latter version and translated the scale into Turkish after having conducted experiments on the scale's reliability. The study's results demonstrated that teacher candidates used metacognitive and compensatory strategies the most. It also showed that female students used language learning strategies more frequently and effectively when compared to male students. According to the findings obtained from the research, the teacher candidates who participated in the study used language learning strategies at a moderate level. It can also be said that metacognitive and compensatory strategies have a usage rate above the general average stated by Oxford (1990).

In 2011, Cesur and Fer conducted a research study whose universe consisted of 18 universities within the borders of Istanbul province. All of 376 participants were studying in preparatory classes. In this study, as a means of data collecting, "Learning Style Survey" developed by Cohen, Oxford and Chi (2001), and Oxford's (1990) "Strategy Inventory for Language Learning" were used to measure reading comprehension success in a foreign language. It has been determined that learning strategies directly affect reading comprehension skills in a foreign language. It was found that cognitive, memory and compensatory strategies predicted foreign language reading comprehension skills at high rates. According to these findings, it was determined that the most effective variable in predicting foreign language reading comprehension skills in the current model was cognitive strategies. This was respectively followed by compensatory and memory strategies. The results of the study demonstrate parallelism with other research findings that exist in the literature. For instance, Nisbet, Tindall, and Arrova (2005) examined the relationship between university students' language learning strategy preferences and their English proficiency in their research, and their regression analysis revealed that the language learning strategies used by students predicted their possible exam achievements.

To sum up the results of the studies mentioned above, more often than not students use metacognitive and cognitive strategies the most, while their least frequently used language learning strategies are compensation and memory. Significant relationship in terms of statistics was also found to exist between the achievement of students and their

personal perception of utilizing a wider range of language learner strategies. A meaningful correlation was also found between the participants' level of strategy use and their achievement in vocabulary knowledge. Thus, proving the fact that the language learning strategies used by students predict their possible exam achievements. It is also revealed to us that self-regulation for second language learning strategy use is strongly under the influence of second language learners' characteristics, and personal beliefs regarding second language learning, and their own proficiency levels. And lastly female students used language learning strategies more frequently and effectively when compared to male students.



CHAPTER 3

3. METHOD

This chapter will present the following content: the overall design of the study, data collection instrument, data collection procedure, data analysis, description of the subjects of the study, limitations and assumptions of the study.

3.1 The Design of the Study

The overall design which was used in this research study was the survey method. Check and Schutt (2012) describes the survey method is as "the information which are collected from a defined sample of people by means of their responses to pre-planned questions" (Check & Schutt, 2012). Furthermore, according to DeVellis (2012), scales can be described as "instruments of measuring which are accumulations of items gathered together into a commixture score and with the intention of revealing stages of theoretical variables which are not always possible to be easily observed by direct ways".

Survey method was used in this study. The researcher reached the necessary amount of information based on the responses provided by the participants of the study, which is a total of 487 students attending all four years of college education at English Language Teaching department at Fırat University (located in Elazığ province), İnönü University (located in Malatya province), and Necmettin Erbakan University (located in Konya province). 19 survey sheets and their responses were discarded from the study as the participants failed to provide the researcher with one or more of the following: the name of the university, university exam entrance score, the class they attend, and partial completion of the statements in the survey.

In order to collect the necessary data, both the researcher herself and class teachers were present at the time of the execution of the survey. Participants of the survey were not given a specific amount of time in which to complete the survey. The researcher made sure the students were not pressured by the element of limited time. On average, it took approximately 20 minutes for participants to hand in their sheets. The obtained data was

analyzed via SPSS. Levene, correlation, Anova, and mann whitney u tests were applied to analyze the collected data.

3.2 Participants

The population of the study consisted of 487 students of Fırat University (Elazığ city), İnönü University (Malatya city) or Necmettin Erbakan University (Konya city). The language of instruction at all 3 universities is mainly Turkish. The participants are assumed to hold an above average proficiency in English as the former educational background of the participants come from “language classes”, a concept in Turkish education system where students study English as an area for their upcoming university exam. The population of the study consists of students who study English Language Teaching departments. The survey was applied to all the students who were present in the classroom during the application of the survey. The survey was also applied to students at all years of college (first, second, third, and fourth).

Within the first part of the survey, the participants who took place in the research study were required to indicate their university name, their university entrance exam score and the year of their current grade, all of which came together to constitute the independent variables of this study.

Below summarization of the distribution of the participants in accordance with their university is shown in Table1:

Table 1

Distribution of the Participants

University	First Year	Second Year	Third Year	Fourth Year
Fırat	57	42	31	20
İnönü	59	28	30	15
Necmettin Erbakan	65	52	26	54
Total	181	122	87	89

The amount of participants who attended this survey research was significantly affected by the Coronavirus pandemic. All 3 universities divided their classrooms into 2 or more separate classes in order to reduce the amount of students distributed in each class

to help reverse the spread of the virus. Both İnönü and Firat University's senior students were particularly harder to reach as they almost had no face to face classes at the faculty and were mostly sent off to complete their internship at their previously-appointed schools, whose process was also delayed due the Coronavirus pandemic.

Table 2

General Descriptive Statistics on Dimensions

	N	Minimum	Maximum	Mean	Std. Deviation
Cognitive Strategies	487	1.00	4.00	2.73	0.58
Affective Strategies	487	1.00	4.00	3.05	0.60
Socio Cultural Interactive Strategies	487	1.40	4.00	2.69	0.53
Meta Cognitive Strategies	487	1.33	4.78	3.11	0.49
Meta Affective Strategies	487	1.20	4.00	2.87	0.48
Meta Socio Cultural Interactive Strategies	487	1.20	4.00	2.97	0.58

Cohen classified effect sizes as small ($d = 0.2$), medium ($d = 0.5$), and large ($d \geq 0.8$) (Cohen, 2013). The first-year participants mostly use the metacognitive strategies (3.14 ± 0.45) dimension, and the least socio cultural interactive strategies (2.72 ± 0.55) dimension. The second-year participants mostly use the metacognitive strategies (3.07 ± 0.51) dimension, and the least socio cultural interactive strategies (2.70 ± 0.54) dimension. While the 3rd grade participants mostly use the dimensions of affective strategies (3.02 ± 0.62) and metacognitive strategies (3.02 ± 0.57), they use the dimension of socio cultural interactive strategies (2.77 ± 0.58) the least. While the 4th grade students use the affective strategies dimension (3.22 ± 0.60) the most, they use the socio cultural interactive strategies dimension (2.67 ± 0.55) the least.

3.3 Data Collection Instruments

This study used the Self-Regulated Foreign Language Learning Strategies survey. The sheet which was presented to the students consisted of 2 parts. The first part was self-completed items based on their university, their year at the university and their university entrance exam scores. Gender and other background information was not taken into

consideration in this paper. In this research Köksal and Dündar's (2017) "the Self-Regulated L2 Learning Strategy Use Scale" which they based on Oxford's (2011) Strategic Self-Regulation (S2R) Model was used.

3.3.1 Survey on Self-Regulated Foreign Language Learning Strategies

The scale which was used by the researcher with the purpose of determining which self-regulated language learning strategies the study's participants' use is "Self-Regulated L2 Learning Strategy Use" developed by Dündar and Köksal (2017) which was derived from Oxford's (2011) Strategic Self-Regulation Model. The results of their research study show that the scale that they have developed is both valid and reliable and therefore safe to employ with the aim of identifying second language learners' strategy choices along with to which degree the participants employ the language learning strategies in the related contexts of language education.

The instrument used in this paper was composed of a 4 point Likert-type scale. The statements of the survey consisted of options from 1 to 4: 1 being "never", 2 being "sometimes", 3 being "usually", and 4 being "always" The amount of scores which can be collected from this scale is a total of 140. Participants who score above 70 are considered to be high strategy users. Those who score less than 69.99 points are considered to be low strategy users .Below can be found the categorizations of the scale items which are given above:

- Cognitive Strategies : 1, 2,3
- Affective Strategies : 4, 5,6
- Socio-Cultural Interactive Strategies (SI) :7, 8, 9, 10, 11
- Meta Cognitive Strategies : 12, 13, 14, 15, 16, 17, 18, 19, 20
- Meta- Affective Strategies : 21, 22, 23, 24, 25, 26, 27, 28, 29,30
- Meta-Socio-cultural-interactive Strategies (Meta SI) : 31, 32, 33, 34, 35

Below can be found the necessary information on the explanation of the Self Regulated L2 Learning Strategy Use Scale and their functions:

Table 3*Classification of the Self-Regulated L2 Learning Strategy Use Scale*

Dimension	Strategy	Basic Function	Statement	Item No
Cognitive	Using the Senses to Understand and Remember	Using the haptic (tactile/kinesthetic) senses to understand and remember	In order to understand the contexts in which they are used, I search the new words I learned in foreign languages on the Internet.	1
	Going Beyond the Immediate Data	Inferring	I infer about the grammar structure of L2 by practicing online with the natives.	2
	Conceptualizing Broadly	Combining/ Linking Similar Things	When I communicate with a native, I pay attention to similar words used in the conversation.	3
Affective	Activating Supportive Emotions, Beliefs, and Attitudes	Substituting positive emotions, beliefs, and attitudes for negative ones	When I don't remember the exact words in L2, I try to increase my motivation by using alternative ones.	4
	Generating and Maintaining Motivation	Increasing intrinsic motivation	When I can't find the right word during the conversation, using another word at that moment makes me feel good.	5
		Increasing intrinsic motivation	Using the best online dictionary for the word I need in L2 use increases my confidence.	6
SI	Interacting to Learn and Communicate	Interacting online or in person	I prefer to work with others while studying L2.	7
		Asking for explanation, clarification, verification, or repetition or asking a question nonverbally	I ask the lecturer the meaning of a word I do not know in a foreign language text.	8
			I ask a friend the meaning of a word I do not know in a foreign language text.	9
			If I don't understand what is asked about the task we do, I ask help from my friends.	10
	Overcoming Knowledge in Gaps in Communicating (in order to continue to speak, listen, and learn)	Pretending to understand (masking)	When I do not understand a conversation in L2, I pretend to understand to ensure continuity.	11
Meta Cognitive	Paying Attention to Cognition	Paying attention to cognition more broadly (floodlight, general attention)	I pay attention to the explanations in the lectures.	12
	Planning for Cognition	Setting Cognitive Goals	I focus on my expectations about L2 learning.	13
		Planning Ahead for Cognition	I set long-term goals during L2 learning process.	14
			I plan for long- term objectives that are appropriate for me during L2 learning process.	15
	Monitoring Cognition	Monitoring Cognitive Performance During a Task	I check whether my studies require communication with others.	16
	Planning for Cognition	Planning Ahead for Cognition	After graduation, I figure out the opportunities of using L2.	17
	Monitoring Cognition	Monitoring by making a judgment of learning	When I prepare to do my homework, I think whether I've done something similar before.	18

	Organizing for Cognition	Organizing the Study Environment and Materials for Cognition	I organize my files on the computer so that I can easily find my foreign language assignments and notes.	19
	Planning for Cognition	Setting Cognitive Goals	I study harder to avoid getting low grades on subjects in foreign language courses.	20
Meta-Affective Strategies	Planning for Affect	Setting Affective Goals	I reward myself with an activity that will increase my motivation when I have finished my work.	21
		Planning Ahead for Affect	Before explained in the classroom, trying to comprehend the grammar rules of L2 from the texts I have read before increases my confidence.	22
	Monitoring Affect	Monitoring Affective State during a Task	I try not to feel bad when I make a mistake in L2.	23
		Monitoring Use of Affective Tactics and Strategies	I prevent to get demotivated by guessing difficult parts of L2 courses.	24
	Orchestrating Affective Strategy Use	Orchestrating Positive Strategies and "Threat" Strategies for Motivation	I personalize my studies in a foreign language to make them more interesting.	25
	Monitoring Affect	Monitoring Use of Affective Tactics and Strategies	I think that I should use a new strategy when I get bored while studying L2.	26
	Evaluating Affect	Evaluating Affective Progress and States	By reviewing my learning strategies, I evaluate the ones that will increase my motivation in the long-term.	27
	Monitoring Affect	Monitoring Affective State during a Task	I check my motivation many times, especially after a long study.	28
	Paying Attention to Affect	Paying Affective Attention More Sharply (flashlight, focused attention)	I feel confident by paying attention to the similar words used during a conversation in L2.	29
	Evaluating Affect	Evaluating Affective Progress and States	Reviewing my performance at the end of the term makes me feel good about the goal I want to achieve.	30
Meta-SI Strategies	Implementing Plans for Contexts, Communication, and Culture	Thinking about the Plan	I review my objectives which I set for communicating with a native at an advanced level.	31
	Monitoring for Contexts, Communication, and Culture	Monitoring Cultural Understanding and Communication in Specific Contexts	While communicating in L2, I check whether I understand the conversation or not.	32
	Obtaining and Using Resources for Contexts, Communication, and Culture	Obtaining and Using Print or In-Person Resources for Context, Communication, and Culture	I imitate a native person, particularly in terms of accent .	33
			I imitate a native person, particularly in terms of gestures during a conversation.	34
			I imitate how a native person communicates with the young, the old, and the opposite sex.	35

3.4 Data Collection Process

A written permission via e-mail was obtained from each class' instructor. The instructors were briefed on the purpose of conducting this research scale along with a

brief introduction of the researcher. Time and place were decided with a consensus between the researcher and the instructors. The amount of time allotted for the completion of the scale was entire lesson duration (40 minutes). However, this lengthy amount of time was not needed by the participants as they turned in their print-outs in approximately 20 minutes on average. The researcher herself was present along with the instructor of the class in order to make sure all the questions that the participants might raise were answered and explained. The scale was conducted on participants a week prior to their mid-term exams in November 2021.

3.5. Data Analysis Process

The statistical analyses part of the research was carried out via employing Statistical Package for the Social Sciences (SPSS). Levene, correlation, Anova, and mann whitney u tests were applied to analyze the collected data.

Cognitive Strategies, Affective Strategies, Socio-Cultural Interactive Strategies, Meta Cognitive Strategies, Meta- Affective Strategies, Meta-Socio-cultural-interactive Strategies were compared in terms of university and Levene's test, which is a homogeneity test, was applied to decide on the analysis technique to determine whether there was a significant difference.

Pearson's Correlation was applied in SPSS as a means of figuring out to what extent two different variables are related to one another and also the association degree between the mentioned variables.

Analysis of Variance (ANOVA in SPSS), was made use of in order to examine the differences which are present in the dependent variable' mean values in relation to the effect of the controlled independent variables. In this research study, Anova was used to interpret the collected when comparing the differences that occur in terms of university and grades of the participants.

CHAPTER 4

4. FINDINGS

This chapter will present the findings of this thesis. Its focus will mainly be on the foreign language learning strategies which are used by the university students who are enrolled at one of the following universities at all grades of college education: Firat University, İnönü University, and Necmettin Erbakan University. This research study will look into whether there is any difference between the students' preferences for foreign language learning strategies with regards to their university exam entrance score and the university that they are enrolled in.

Within the scope of the research, basic descriptive statistics and frequency analysis were used before the analysis of the data. One-way Anova analysis was used to compare the sub-dimensions of the scale and the overall scale according to the university and class of the participants. The Mann-Whitney U test was used in the comparison according to the frequency of strategy implementation. Pearson Correlation analysis was applied to determine the relationship between the university entrance scores of the participants and the scale sub-dimensions and overall. The level of significance in the analyzes was taken as $p < 0.05$. Analyzes were performed with the SPSS 23 statistical analysis program.

The first research question proposed by this study was determined as: "What type of foreign language learning strategies are used by English Language Teaching students as a foreign language with the most frequency?" With the goal of finding out the correct answer to this particular research question, the data which was obtained by means of the "Self-Regulated Second Language Learning Strategy Use Scale" was put through descriptive analyses, which provided the author of this paper with the necessary descriptive statistics which can be made use of portraying the percentages, means and standard deviations belonging to the scale items. Mean scores' descriptive analyses of each category of strategies revealed that among the six (Cognitive Strategies, Affective Strategies, Socio-Cultural Interactive Strategies, Meta Cognitive Strategies, Meta-Affective Strategies, Meta-Socio-cultural-interactive Strategies) categories of language learning strategies, the most frequently used strategy are metacognitive and affective language learning strategies.

In this section, Cognitive Strategies, Affective Strategies, Socio-Cultural Interactive Strategies, Meta Cognitive Strategies, Meta- Affective Strategies, Meta-Socio-cultural-interactive Strategies, were compared in terms of university and Levene's test, which is a homogeneity test, was applied to decide on the appropriate analysis technique to determine whether there was a significant difference.

Table 4

Comparison of Self-Regulated Language Learning Strategies in terms of University

Dimension	Levene		Anova		Difference	Effect Size
	F	P	F	P		
Cognitive	.559	.572	.000	1.000	-	-
Affective	.550	.577	.296	.744	-	-
Socio-cultural	1.847	.159	3.038	.049*	1>2	.006
Meta Affective	.203	.817	2.653	.071	-	-
Meta Socio-cultural Interactive	.720	.487	.898	.408	-	-
Total	1.221	.296	.294	.745	-	-

1: Firat Uni. (N=150), 2: İnönü Uni. (N=136), 3: Nec. Erb. Uni. (N=201), *p<.05

Table 5

Comparison of Meta Affective Strategies in terms of University

Dimension	Levene		Kruskal Wallis H test		
	F	p	x ²	df	p
Meta Cognitive	3.791	.023*	1.892	2	.388

In the table above, it was tested whether the variances of the university distributions were homogeneous with Levene's test. As a result of the analysis, the distributions of Cognitive (Levene's F = .559), Affective (Levene's F = .550), Socio-cultural (Levene's F = 1.847), Meta Affective (Levene's F = .203), Meta Socio-cultural Interactive (Levene's F = .720) are homogeneous (p>.05). Therefore, there is statistically significant difference. However, Meta Cognitive is (Levene's F = 3.791), (p<.05). If the Levene test is not significant, the distribution of the groups is homogeneous. Therefore there is no statistically significant difference (p>0.05) as Cohen classified effect sizes as small (d = 0.2), medium (d = 0.5), and large (d ≥ 0.8) (Cohen, 2013).

According to the results of ANOVA, which is used to test whether there is a statistically significant difference between the means of independent groups, a result of the analysis studies on the comparison variable in terms of university; There was no statistically significant difference for Cognitive ($F=.000$), Affective ($F=.296$), Meta-cognitive ($F= 1.892$), Meta Affective ($F=2.653$), Meta Socio-cultural Interactive ($F=.898$) distributions ($p> 0.5$). However, in Socio-cultural ($F=3.038$), a statistically significant difference emerged.

Table 6

Comparison of Self-Regulated Language Learning Strategies in terms of class

Dimension	Levene		Anova		Difference	Effect Size
	F	p	F	p		
Cognitive	1.520	.209	.825	.480	-	-
Affective	1.267	.285	2.875	.036*	4>1,2,3	.018
Socio-Cultural	1.098	.350	.293	.831	-	-
Meta-Cognitive	2.390	.068	2.177	.090	-	-
Meta-Affective	1.158	.325	.584	.626	-	-
Total	1.363	.253	1.222	.301	-	-

1: Freshman. (N=183), 2: Sophomore (N=126), 3: Junior (N=87), 4: Senior (N=91), * $p<.05$

Table 7

Comparison of Meta-Affective Strategies in terms of class

Dimension	Levene		Kruskal Wallis H test		
	F	p	χ^2	df	p
Met._Soc_Cul_Int	2.926	0.037	2.187	3	.534

In the table shown above, it was tested whether the variances were homogeneous in terms of class with Levene's test. As a result of the analysis, Cognitive (Levene's $F = 1.520$), Affective (Levene's $F= 1.267$), Socio-Cultural (Levene's $F= 1.098$), Meta-Cognitive (Levene's $F= 2.390$), Meta Affective (Levene's $F= 1.158$), Meta Socio-Cultural/Interactive (Levene's 26) distributions were found to be homogeneous ($p>.05$).

According to the ANOVA results, as a result of the analysis studies on the comparison variable in terms of class; there was no statistically significant difference for Cognitive ($F=.825$), Socio-Cultural ($F=.293$), Meta-Cognitive ($F= 2.177$), Meta Affective ($F=.584$), Meta Socio Cultural Interaction ($F= 2.187$) distributions ($p> 0.5$). However, there was a statistically significant difference ($p<.05$) for Affective ($F=2.875$).



Table 8*Correlation Table on Self-Regulated Language Learning Strategies*

		Entry Score	Cognitive	Affective	Soc_Cultural	Meta_Cog	Meta_Affective	Meta_Soc_Cul_Int
Cognitive	Pearson	-,034	1					
	Correlation							
	Sig. (2-tailed)	,450						
Affective	N	487	487					
	Pearson	,025	,273**	1				
	Correlation							
Soc_Cultural	Sig. (2-tailed)	,576	,000					
	N	487	487	487				
	Pearson	-,017	,199**	,257**	1			
Meta_Cog	Correlation							
	Sig. (2-tailed)	,703	,000	,000				
	N	487	487	487	487			
Meta_Affective	Pearson	,050	,386**	,366**	,243**	1		
	Correlation							
	Sig. (2-tailed)	,268	,000	,000	,000			
Meta_Soc_Cul_Int	N	487	487	487	487	487		
	Pearson	-,018	,433**	,500**	,329**	,537**	1	
	Correlation							
Self_Reg_Total	Sig. (2-tailed)	,686	,000	,000	,000	,000		
	N	487	487	487	487	487	487	
	Pearson	,005	,330**	,331**	,311**	,415**	,525**	1
	Correlation							
	Sig. (2-tailed)	,916	,000	,000	,000	,000	,000	
	N	487	487	487	487	487	487	487
	Pearson	,007	,573**	,606**	,536**	,776**	,857**	,706**
	Correlation							
	Sig. (2-tailed)	,884	,000	,000	,000	,000	,000	,000
	N	487	487	487	487	487	487	487

According to the Pearson Correlation analysis given in the table, there appears to be a positive weak and insignificant relationship between meta-socio-cultural and entry score ($r=,005$; $p>,05$); a positive and moderately significant relationship between meta-socio-cultural and cognitive ($r=,330$; $p<,05$); a positive and moderately significant relationship between meta-socio-cultural and affective ($r=,331$; $p<,05$); a positive and moderately significant relationship between meta-socio-cultural and socio-cultural ($r=,311$; $p<,05$); a positive and moderately significant relationship between meta-socio-cultural and meta-cognitive ($r=,415$; $p<,05$); a positive and strongly significant relationship between meta-socio-cultural and meta-affective ($r=,525$; $p<,05$).

There appears to be positive, weak and insignificant relationship between self-regulated total and entry score ($r=-,007$; $p>,05$); a positive and strongly significant relationship between self-regulated-total and cognitive ($r=,573$; $p<,05$); a positive and strongly significant relationship between self-regulated total and affective ($r=,606$; $p<,05$); a positive and strongly significant relationship between self-regulated-total and socio-cultural ($r=,536$; $p<,05$); a positive, very strong and significant relationship between self-regulated-total and meta-cognitive ($r=,776$; $p<,05$); a positive, very strong and significant relationship between self-regulated-total and meta-affective ($r=,857$; $p<,05$); a positive, very strong and significant relationship between self-regulated-total and meta-socio-cultural ($r=,706$; $p<,05$). While there are various classifications in literature, as a rule of thumb, ($,00$ -, 30) is considered to be weak, ($,30$ -, 49) to be moderate, ($,50$ -, 69) to be strong and ($,70$ -, 100) to be very strong (Tavşancıl, 2006).

Table 9*Self-Regulated Strategy Use*

	W_User		N	Mean Rank	Sum of Ranks	U	p
Cognitive	high users	strategy	481	246,31	118474,00	333.000	.001
	low users	strategy	6	59,00	354,00		
	Total		487				
Affective	high users	strategy	481	246,60	118613,00	194.000	.000
	low users	strategy	6	35,83	215,00		
	Total		487				
Socio-Cultural	high users	strategy	481	246,40	118519,00	288.000	.001
	low users	strategy	6	51,50	309,00		
	Total		487				
Meta Cognitive	high users	strategy	481	246,99	118802,50	4.500	.000
	low users	strategy	6	4,25	25,50		
	Total		487				
Meta Affective	high users	strategy	481	246,94	118779,00	28.000	.000
	low users	strategy	6	8,17	49,00		
	Total		487				
Meta Socio-Cultural/Interactive	high users	strategy	481	246,48	118557,00	250.000	.000
	low users	strategy	6	45,17	271,00		
	Total		487				
Self-Regulation Total	high users	strategy	481	247,00	118807,00	.000	.000
	low users	strategy	6	3,50	21,00		
	Total		487				

In terms of Strategy Use, there is a statistically significant difference between the high strategy users and low strategy users values of Cognitive, Affective, Socio-Cultural, Meta-Cognitive, Meta-Affective, Meta Socio-Cultural Interactive and Self-Regulated Total ($p < 0.05$). In addition, high strategy users are at a higher level in each group compared to low strategy users.

Participants chose 4 (always) answers with a rate of 48.7% to the 12th item "I pay attention to the explanations made in the lessons" the most. The least chosen 4 answers

with a rate of 15%, which is the 11th item, "When I cannot understand a speech in a foreign language, I pretend to understand it to ensure continuity." given in the scale.

The participants answered at most 3 (usually) with a rate of 44.6% for the 1st item, "I search the internet for new foreign language words I have learned in order to understand the contexts in which they are used." Article 29, "I feel safe by paying attention to similar words used during speech in a foreign language." given to the article. At least 3 answers with a rate of 15%, which is the 11th item, "When I cannot understand a speech in a foreign language, I act as if I understand it to ensure continuity." given in the scale.

The participants answered at most 2 (sometimes) with a rate of 47.6%, with the 2nd item "I make inferences about the structure of that language by practicing a foreign language online with others." given to the article. At least 2 answers were given with a rate of 9.7% and the 12th item was "I pay attention to the explanations made in the lessons." given in the scale.

Participants answered at most 1 (never) with a rate of 19.1%, the 7th item being "I prefer to work with others when studying a foreign language." given to the article. At least 1 answer is 1%, and the 12th item is "I pay attention to the explanations made in the lessons." given in the scale.

Table 10

Participants' Evaluations of Dimensions by Class

	1.year	2.year	3.year	4. year
Cognitive Strategies	2.77±0.61	2.70±0.54	2.77±0.58	2.67±0.55
Affective Strategies	3.02±0.57	3.01±0.61	3.02±0.62	3.22±0.60
Socio Cultural Interactive Strategies	2.72±0.55	2.67±0.52	2.66±0.49	2.69±0.54
Meta Cognitive Strategies	3.14±0.45	3.07±0.51	3.02±0.57	3.19±0.42
Meta Affective Strategies	2.89±0.46	2.84±0.48	2.84±0.53	2.91±0.48
Meta Socio Cultural Interactive Strategies	3.01±0.53	2.98±0.58	2.89±0.58	2.97±0.64

Participants from Firat University mostly use the metacognitive strategies (3.15±0.46) dimension, while they use the socio cultural interactive strategies dimension (2.63±0.53) the least. Participants from İnönü University mostly use metacognitive strategies (3.05±0.55), while they use cognitive strategies (2.73±0.57) the least. Participants from Necmettin Erbakan University use the metacognitive strategies dimension (3.12±0.46) the most, while they use the socio cultural interactive strategies dimension (2.68±0.49) the least.

CHAPTER 5

5. DISCUSSION AND IMPLICATIONS

The main purpose of this study is to look into the relationship between self-regulated foreign language learning strategy use and other variables such as the participants' university entrance exam score, the university they are enrolled at and their year of study at their college education. The following part of this chapter presents the inferences which can be concluded from the end results of the study. This chapter is dedicated to the conclusions of this research study, and contains implications for practice and further research.

5.1 Discussion

5.1.1 Which language learning strategy is the most frequently used by prospective English teachers?

There was no significant difference for the answer to the question. While students use metacognitive and sensory language learning strategies most frequently in the first, second, third and fourth grades, they use Socio-Cultural language learning strategies the least frequently. This finding shows that English language teaching students are competent in supervising and reorganizing the learning process and have the ability to create motivation. The least frequent use of socio-cultural strategy by English language teacher candidates shows that students are not able to apply their acquired language skills in context, culture and communication in practice.

5.1.2 Does self-regulated learning play an important role in the language learning strategies used by English Language Teaching students?

Since high strategy users (+70 points) are at a higher level in each group than low strategy users (-69.99 points), it can be assumed that self-regulated language learning strategies play an important role in language learning.

The results of the study show that, if the dimensions are examined in context, it is seen that the highest participation rate is in the socio-cultural interactive strategies dimension with an average of 3.11 ± 0.49 . Sociocultural theories for acquiring a second/foreign language provides learners and researchers with a framework which enables human's cognition to be investigated in a systematical manner without having to isolate it from the language learners' social context (Lantolf & Thorne, 2007). Behaviorism also supports the idea that in order for language learning to occur, establishing a set of habits must be obtained by means of a series of responses and strong stimuli (Aimin, 2013). What differs from other theories of second language acquisition is that for sociocultural theories social environment is not merely a context for, but a source of, mental development (Swain & Deters, 2007). Considering that a foreign language learner already holds a grasp of meaningful linguistic system in their mother tongue, learning a foreign language must rely mainly on the learners' first language to obtain aid from the concepts of the second language (Eun & Lim, 2009).

In line with the results of the study, it is seen that the lowest participation is in the cognitive strategies dimension with an average of 2.73 ± 0.58 when it comes to language acquisition. Cognitive language learning strategies, which determine the way learners obtain information about language, are known to be about encoding data, and also storing and retrieving data (Di Carlo, 2017). Rubin (1989) was the first researcher who made the most crucial classification regarding the cognitive strategies:

- Process of obtaining (clarification or verification, guessing or inductive, deductive and resourcing strategies)
- Process of storing (strategies of memorization) and retrieving, and process of using (practicing and monitoring).

When kept in mind that both acquiring and making use of a second language is a process that requires many layers of cognitive thinking, it consists of many sub processes when it comes to acquiring or practicing a foreign language, meaning that information flows occur frequently in the cognitive system. Di Carlo (2017) redefined cognitive strategies as the following: those which are used to optimize assimilation, those to internalize, those to construct, to consolidate and, lastly, to transfer information and language acquiring skills. What makes cognitive learning strategies differ from other language strategies is that it does not focus solely on the linguistic aspect, but rather takes

it into consideration that a great number of elements play crucial roles when it comes to using or learning a second language such as format, images, support, personal space, sound indicators, typography, phonic modifiers, gestures, and body movement (Di Carlo, 2017).

Furthermore, findings of the study also show us that students of Fırat and Necmettin Erbakan University employ metacognitive language learning theories the most while they stated that they employ socio-cultural studies the least. In the meantime, students of İnönü University employ metacognitive strategies the most; however unlike the students of other two universities, they employ cognitive learning strategies the least, rather than socio-cultural interactive strategies. Regardless of their choice of strategy, high strategy users pose a bigger group than low strategy users in each group of students.

The fact that the item that was marked always (4) the most by students was “I pay attention to the explanations made in lesson” proceeds to lead us to the fact that the participants are more lenient on being taught how to learn a second language rather than taking charge of their own learning experience. It can be assumed from this finding that the most effort is put into learning a new language when students are directly being taught by an instructor in a classical teaching environment.

The fact that participants marked never (1) the most for the item “I prefer to work with others when studying a new language” demonstrates that participants choose to work on their learning experience by themselves rather than make it a group experience. This could also prove why the participants mostly tend to use the socio-cultural interactive strategy the least. Their reluctance to practice and make use of their previous knowledge with others explains their lack of experience or the confidence required for learning a target language.

In accordance with the results of the study, the least used strategy throughout the years of university remains as socio-cultural/interactive strategy. It was one of purposes of this study determine whether the strategies of participants would change as they grow older and become more mature. Naturally, one would expect a change in the way of the discourse of learning a new language; however the fact that students remain adamant in their reluctance to employ the socio-cultural/interactive strategy, which according to Vygotsky is the learners initial purpose for communicative interaction (Rahmatirad, 2020), can be considered a red flag in the training programs.

When it comes to the most employed language learning strategy, we can see from the findings that while 1st and 2nd year students employ meta-cognitive language learning strategy, they incorporate this with affective language learning strategy. And finally, on their 4th year they move on to using only affective language learning strategy. It can be assumed from this that students learn how to reorganize the learning process for better quality learning in their first two years of university. Later on, in their last two years of university, they learn how to build and maintain their motivation and concentration while coping with stress and success anxiety, which will come in handy for the process of learning a target language.

To sum up, this research is a survey that tried to briefly explore the usage of language learning strategies by students' of all grades at Fırat, İnönü, and Necmettin Erbakan University in Turkey. It also tried to examine the relationship that exists between participants' usage of self-regulated foreign language learning strategies in relation to other variables such as language achievement and grade of university. It can only be hoped that administrators and curriculum specialists will take into consideration when selecting and applying instructional materials. Teacher trainers can also benefit from this thesis when they are designing in-service and pre-service training programs while class teachers can benefit when they are implementing a new instructional process. Last but not the least, students can benefit from this thesis when they are on the look for different ways to improve and develop their personal process of learning a target language.

5.2. Implications for Further Research

At this section of the study, suggestions for future research are presented.

1. As this study only covers the students who are currently enrolled in the English Language Teaching Department of Fırat University, İnönü University, and Necmettin Erbakan University, a more comprehensive group of students from more inclusive institutions with various student profiles and socio-economic levels and educational levels can be examined comparatively.
2. A future study may be executed in order to assess the potential match that exists between the learners' employment of language learning strategies, their instructional materials along with their instructions' impression of students' use of language strategies.

3. Further research investigating the relationship that possibly exists between learning styles and strategies in other educational levels (e.g. primary school, high school) in different contexts. When conducting a research, factoring in other elements such as learners' performance and gender can be helpful.

5.3. Suggestions for Improving the Spoken Quality of English Language Education

1. English teachers must be given the liberty to choose English school books provided for the students by the government in a manner which will align with the students' level of English. That is, students who attend science high schools and vocational high school do not share the same level of English therefore cannot share the same type of school books.
2. Every school must have a classroom dedicated only to foreign languages and those classrooms must contain appropriate materials and technological supplies which further improve the students' level of English and make the lessons more enjoyable for the students.
3. The English lessons must adapt the same system as the private language institutions. Meaning, English and other foreign language lessons should not be based on what year the students are at their school, but on their level of English. For instance, two students attending ninth grade and twelfth grade may share the same level of English, therefore they may attend the same class regardless of their years of education.
4. The subjects that the students are familiar with must be taught in English at least partially. For instance, if the curriculum of the seventh graders dictate there must be four hours of history lessons per week, at least two of those hours should be taught in English as this will familiarize the students not only with the subject at hand but with English as well.
5. In addition to the materials used in language teaching to develop students' speaking skills, special attention should be paid and made sure of the fact that the organized learning environment is properly made up of communicative environment, also activities that involve communication (speaking activities, creative drama, role playing, problem solving etc.) must be made use of.

6. As visual materials for teaching are easy to prepare and they are known to improve students' English skills for speaking, they should be appropriately prepared and made ready for the classroom by language teachers.
7. In order to improve fluency, intelligibility and vocabulary, which are sub-dimensions of speaking skill in language teaching; specific studies must be planned by the classroom teacher, which are appropriate for varieties of age groups, by means of employing different materials of teaching and using the re-testing method for different techniques.



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APPENDICES

Appendix 1. Self-Regulated Learning Strategy Use Scale

<i>Please mark (X) the appropriate option.</i>				
	NEVER	SOMETIMES	USUALLY	ALWAYS
1. I search the Internet for new foreign language words I have learned to understand the contexts in which they are used.	1	2	3	4
2. I make inferences about the structure of that language by practicing the foreign language online with others.	1	2	3	4
3. When I communicate with a stranger, I pay attention to similar words used on the subject.	1	2	3	4
4. When I can't think of the word I need in a foreign language, I increase my motivation by using another word instead of feeling bad about myself.	1	2	3	4
5. When I can't find the right word while speaking, using another word makes me feel good at that moment.	1	2	3	4
6. Using the best online dictionary for the word I need for foreign language use increases my self-confidence.	1	2	3	4
7. I prefer to work with others when studying a foreign language.	1	2	3	4
8. I ask my instructor about the meaning of a word I do not know in a foreign language text.	1	2	3	4
9. I ask my friend the meaning of a word I do not know in a foreign language text.	1	2	3	4
10. If I do not understand what is being said about the work we are going to do, I ask my friend for help to explain it to me.	1	2	3	4
11. When I cannot understand a speech in a foreign language, I pretend to understand it to ensure continuity.	1	2	3	4
12. I pay attention to the explanations made in the lessons.	1	2	3	4
13. I focus on my expectations about foreign language learning.	1	2	3	4
14. I determine my long-term goals while learning a foreign language.	1	2	3	4
15. While learning a foreign language, I set long-term goals that are suitable for me.	1	2	3	4
16. I consider whether my work requires communication with others.	1	2	3	4
17. After graduation, I think about the possibilities where I can use the foreign language.	1	2	3	4
18. When I prepare to do homework, I think about whether I have done something similar before.	1	2	3	4
19. I organize my files on the computer so that I can easily find my foreign language assignments and notes.	1	2	3	4
20. I work harder to avoid getting low grades on subjects in foreign language classes.	1	2	3	4
21. When I finish the study, I reward myself with an activity that will increase my motivation.	1	2	3	4
22. Trying to understand foreign grammar rules from the texts I have read before they are explained in the class increases my self-confidence.	1	2	3	4
23. I try not to feel bad when I make mistakes in a foreign language.	1	2	3	4
24. I prevent my motivation from deteriorating by guessing the difficult parts of foreign language lessons.	1	2	3	4
25. I personalize my foreign language work to make it more interesting.	1	2	3	4
26. If I get bored while studying a foreign language, I think I need to use a new strategy.	1	2	3	4

27. I review my learning strategies and evaluate which ones will increase my motivation in the long run.	1	2	3	4
28. I check my motivation many times, especially during a long study.	1	2	3	4
29. I feel safe by paying attention to similar words used during speaking in a foreign language.	1	2	3	4
30. Reviewing my performance at the end of the semester makes me feel good about the goal I want to reach.	1	2	3	4
31. I review the goals I have set in order to be able to communicate with others in a foreign language at an advanced level.	1	2	3	4
32. When communicating in a foreign language, I check whether I understand the speech.	1	2	3	4
33. I take a foreign person as an example, especially in terms of accent.	1	2	3	4
34. I imitate a foreign person in terms of his/her actions while speaking.	1	2	3	4
35. I take as an example how a stranger communicates with young, old and people of the opposite sex.	1	2	3	4

Appendix 2. Self-Regulated Foreign Language Learning Strategies Scale (Turkish)

<i>Lütfen size uygun olan seçeneği (X) işaretleyiniz.</i>				
	Hiçbir Zaman	Bazen	Genellikle	Her Zaman
1. Kullanıldıkları bağlamları anlamak için yabancı dilde öğrendiğim yeni sözcükleri internetten araştırırım.	1	2	3	4
2. Başkalarıyla çevrimiçi olarak yabancı dilde pratik yaparak o dilin yapısı hakkında çıkarımlarda bulunurum.	1	2	3	4
3. Yabancı biriyle iletişim kurduğumda konuyla ilgili kullanılan benzer sözcüklere dikkat ederim.	1	2	3	4
4. Yabancı dilde ihtiyacım olan sözcük aklıma gelmediğinde kendime kötü hissetmek yerine başka bir sözcük kullanarak motivasyonumu arttırırım.	1	2	3	4
5. Konuşma esnasında doğru sözcüğü bulamadığımda yerine başka sözcük kullanmak kendimi o an iyi hissetmemi sağlar.	1	2	3	4
6. Yabancı dil kullanımı için ihtiyacım olan sözcük için en iyi çevrimiçi sözlükten faydalanmak kendime olan güvenimi artırır.	1	2	3	4
7. Yabancı dil çalışırken başkalarıyla beraber çalışmayı tercih ederim.	1	2	3	4
8. Yabancı dilde bir metinde bilmediğim bir sözcüğün anlamını <i>öğretim elemanıma</i> sorarım.	1	2	3	4
9. Yabancı dilde bir metinde bilmediğim bir sözcüğün anlamını <i>arkadaşıma</i> sorarım.	1	2	3	4
10. Yapacağımız çalışma ile ilgili söylenenleri anlamazsam, arkadaşşımdan bana anlatması için yardım isterim.	1	2	3	4
11. Yabancı dilde yapılan bir konuşmayı anlayamadığımda devamlılığı sağlamak için anlıyormuş gibi davranırım.	1	2	3	4
12. Derslerde yapılan açıklamalara dikkat ederim.	1	2	3	4
13. Yabancı dil öğrenimiyle ilgili beklentilerime odaklanırım.	1	2	3	4
14. Yabancı dil öğrenirken uzun vadede amaçlarımı belirlerim.	1	2	3	4
15. Yabancı dil öğrenirken bana uygun olan uzun vadeli hedefler belirlerim.	1	2	3	4
16. Yaptığım çalışmaların başkalarıyla iletişim gerektirip gerektirmediğini düşünürüm.	1	2	3	4
17. Mezun olduktan sonra yabancı dili kullanabileceğim olanakları düşünürüm.	1	2	3	4
18. Ödev yapmaya hazırlandığımda daha önceden benzer bir şey yapıp yapmadığımı düşünürüm.	1	2	3	4
19. Bilgisayardaki dosyalarımı yabancı dildeki ödevlerimi ve notlarımı kolay bir şekilde bulabilmek için düzenlerim.	1	2	3	4
20. Yabancı dil derslerindeki konularla ilgili düşük not almayı önlemek için daha çok çalışırım.	1	2	3	4
21. Çalışmayı bitirdiğimde motivasyonumu arttıracak bir aktiviteyle kendimi ödüllendiririm.	1	2	3	4
22. Yabancı dilbilgisi kurallarını sınıfta anlatılmadan önce daha önceden okumuş olduğum metinlerden anlamaya çalışmak kendime olan güvenimi artırır.	1	2	3	4
23. Yabancı dilde hata yaptığımda kendimi kötü hissetmemeye çalışırım.	1	2	3	4
24. Yabancı dil derslerinin zor kısımlarını tahmin ederek motivasyonumun bozulmasına engel olurum.	1	2	3	4
25. Yabancı dilde çalışmalarımı daha ilginç hale getirmek için kişiselleştiririm.	1	2	3	4
26. Yabancı dil çalışırken sıkılırsam yeni bir strateji kullanmam gerektiğini düşünürüm.	1	2	3	4
27. Öğrenme stratejilerimi gözden geçirerek hangilerinin uzun vadede motivasyonumu artıracağını değerlendiririz yaparım.	1	2	3	4
28. Özellikle uzun bir çalışma esnasında motivasyonumu birçok kez kontrol ederim.	1	2	3	4
29. Yabancı dilde yapılan konuşma esnasında kullanılan benzer sözcüklere dikkat ederek kendimi güvende hissedirim.	1	2	3	4
30. Dönem sonunda performansımı gözden geçirmek ulaşmak istediğim hedef açısından kendimi iyi hissetmemi sağlar.	1	2	3	4
31. Başkalarıyla yabancı dilde ileri düzeyde iletişim kurabilmek için belirlediğim hedefleri gözden geçiririm.	1	2	3	4
32. Yabancı dilde iletişim kurarken konuşmayı anlayıp anlamadığımı kontrol ederim.	1	2	3	4
33. Yabancı bir insanı özellikle <i>aksan</i> açısından örnek alırım.	1	2	3	4
34. Yabancı bir insanı konuşurken yaptığı <i>hareketler</i> açısından örnek alırım.	1	2	3	4
35. Yabancı bir insanın genç, yaşlı ve karşı cinsten birileriyle nasıl iletişim kurduğunu örnek alırım.	1	2	3	4

Appendix 3. Informed Consent Form for Research Purposes

Dear participants, the main purpose of this study is to see whether the prospective teachers, who were assumed to have learned a foreign language, are able to use adequate language learning strategies themselves. The research can be carried out by sharing the information you will do, and it is voluntary. Researcher information is given below. If you agree to participate in the research voluntarily, please fill and sign the form below. Your demographic information, academic achievement scores and your responses to other data collection tools will not be used for any other purpose than research purposes.

Participant

Name and surname:

Address:

Phone:

Signature

Interview witness

Name and surname:

Address:

Phone.

Signature:

The person interviewing the participant

Name, surname, title:

Address:

Phone:

Signature

Appendix 4. Boxford's (2011) Typology of Language Learning Strategies

A. DIRECT STRATEGIES

I. Memory Strategies

1. Creating mental linkages
 - a) Grouping
 - b) Association and/or elaboration
 - c) Placing new words into context
2. Applying images and sounds
 - a) Using imagery
 - b) Semantic mapping
 - c) Using keywords
 - d) Representing sounds
3. Reviewing well
 - a) Structured reviewing
4. Employing action
 - a) Using physical response or sensation
 - b) Mechanical techniques

II. Cognitive Strategies

1. Practicing
 - a) Repeating
 - b) Formally practicing with sounds in writing systems
 - c) Recognizing and using formulas and patterns
 - d) Recombining
 - e) Practicing naturalistically
2. Receiving and sending messages
 - a) Getting the idea quickly
 - b) Using resources for receiving and sending messages
3. Analyzing and reasoning
 - a) Reasoning deductively
 - b) Analyzing expressions
 - c) Analyzing contrastively (across languages)

- d) Translating
- e) Transferring
- 4. Creating structure for input and output
 - a) Taking notes
 - b) Summarizing
 - c) Highlighting

III. Compensation Strategies

- 1. Guessing intelligently in listening and reading
 - a) Using linguistic clues
 - b) Using other clues
- 2. Overcoming limitations in speaking and writing
 - a) Switching to the mother tongue
 - b) Getting help
 - c) Using mime or gesture
 - d) Avoiding communication partially or totally
 - e) Selecting the topic
 - f) Adjusting or approximating the message
 - g) Coining words
 - h) Using a circumlocution or synonym

B. INDIRECT STRATEGIES

I. Metacognitive Strategies

- 1. Centering your learning
 - a) Overviewing and linking with already known material
 - b) Paying attention
 - c) Delaying speech production to focus on listening
- 2. Arranging and planning your learning
 - a) Finding out about language learning
 - b) Organizing
 - c) Setting goals and objectives
 - d) Identifying the purpose of a language task (purposeful listening/ reading/ speaking/ writing)
 - e) Planning for a language task

- f) Seeking practice opportunities
- 3. Evaluating your learning
 - a) Self-monitoring
 - b) Self-evaluating
- II. Affective Strategies
 - 1. Lowering your anxiety
 - a) Using progressive relaxation, deep breathing, or meditation
 - b) Using music
 - c) Using laughter
 - 2. Encouraging yourself
 - a) Making positive statements
 - b) Taking risks widely
 - c) Rewarding yourself
 - 3. Taking your emotional temperature
 - a) Listening to your body
 - b) Using a checklist
 - c) Writing a language learning diary
 - d) Discussing your feelings with someone else
- III. Social Strategies
 - 1. Asking questions
 - a) Asking for clarification or verification
 - b) Asking for correction
 - 2. Cooperating with others
 - a) Cooperating with peers
 - b) Cooperating with proficient users of the new language
 - 3. Empathizing with others
 - a) Developing cultural understanding
 - b) Becoming aware of others' thoughts and feelings

Appendix 5. Permission for Scale Used in the Thesis

Ynt: Developing a Scale for Self-Regulated L2 Learning Strategy Use



To: Beyza Biçer

[Save all attachments](#)



scaleclassification.docx
23.5 KB



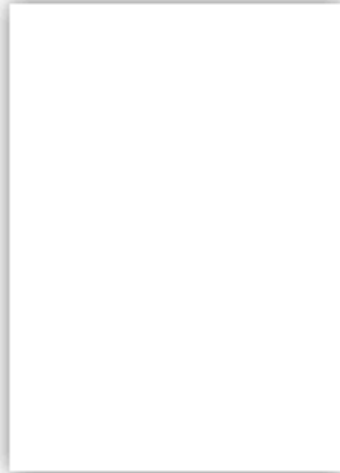
the Self-Regulated L2 Learning...
23.08 KB

Merhaba Beyza Hocam,

Öncelikle çalışmamıza göstermiş olduğunuz ilgi için çok teşekkür ederim. Bu doğrultuda ölçeği kullanmanız bizi mutlu eder. Ölçek Türkçe olarak hazırlandı. Ekte size ölçekle birlikte detaylı olarak ölçek maddelerinin Oxford'un (2011) modeline göre sınıflandırılmış halini gönderiyorum.

Çalışmanızda başarılar ve kolaylıklar dilerim.

Dr. **Sinem** Dünder



PERMISSION DOCUMENTS

Appendix 6. Ethics Committee Decision

ETİK KURUL KARARI

TOPLANTI TARİHİ	TOPLANTI SAYISI	KARAR NO	ÇALIŞMACILARIN ADI SOYADI
11.06.2021	14	4	Sorumlu Araştırmacı : Prof. Dr. Murat TUNCER Yardımcı Araştırmacı: Beyza BİÇER

KARAR

“Self-Regulated and Other Foreign Language Learning Strategies Employed by English Language Teaching Students” konulu çalışma etik kurulumuzda görüşülmüş olup; çalışmanın etik kurallara uygun olduğuna oybirliğiyle karar verilmiştir.

Prof. Dr. Mehmet Nuri GÖMLEKSİZ (Başkan)			
Prof. Dr. Sebahattin DEVECİOĞLU (Üye)	İmza	Doç. Dr. Rıfat BİLGİN (Üye)	İmza
Prof. Dr. Süleyman İLHAN (Üye)	İmza	Doç.Dr. Haki PEŞMAN (Üye)	İmza
Prof. Dr. Erkan Turan DEMİREL (Üye)	İmza	Doç.Dr. Yunus Emre KARAKAYA (Üye)	İmza
Doç. Dr. Taner YILDIRIM (Üye)	İmza	Doç.Dr. Ayşe Ülkü KAN (Üye)	İmza
Doç.Dr. İrfan EMRE (Üye)	İmza	Dr.Öğr. Üyesi Serkan BİÇER (Üye)	İmza
Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurul Sekreteri: Pınar ARSLAN			İmza

Appendix 7. Research Permissions

Evrak Tarih ve Sayısı: 18/10/2021-99069



T.C.
İNÖNÜ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Eğitim Fakültesi Dekanlığı

Sayı :E-92512750-044--99069
Konu :Anket Uygulama İzni (Beyza BİÇER)

18/10/2021

REKTÖRLÜK MAKAMINA

İlgi : Öğrenci İşleri Daire Başkanlığı'nın 14/10/2021 tarihli ve 98204 sayılı yazısı.

Fırat Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Bilimleri Ana Bilim Dalı Eğitim Programları ve Öğretim Bilim Dalı yüksek lisans öğrencisi Beyza BİÇER'in, "Self-Regulated and Other Foreign Language Learning Strategies Employed by English Language Teaching Students" isimli çalışması kapsamında; 15.11.2021-30.12.2021 tarihleri arasında Fakültemizde uygulama yapmasında Dekanlığımızca uygun görülmüştür.

Gereğini bilgilerinize arz ederim.

Prof.Dr. İlhan ERDEM
Dekan



T.C.
İNÖNÜ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

Sayı : E-50235129-044--99705
Konu : Anket Uygulama İzni (Beyza BİÇER)

20/10/2021

FIRAT ÜNİVERSİTESİ REKTÖRLÜĞÜNE
Fırat Üniversitesi Rektörlüğü Elazığ

İlgi : 12/10/2021 tarihli ve 96937 sayılı yazınız,

İlgi sayılı yazınızda bahsi geçen, Üniversiteniz Eğitim Bilimleri Enstitüsü Eğitim Bilimleri Ana Bilim Dalı Eğitim Programları ve Öğretim Bilim Dalı yüksek lisans öğrencisi Beyza BİÇER'in, "Self-Regulated and Other Foreign Language Learning Strategies Employed by English Language Teaching Students" isimli çalışması kapsamında; 15.11.2021-30.12.2021 tarihleri arasında Üniversitemiz Eğitim Fakültesinde uygulama yapması uygun görülmüş olup, konuya ilişkin Üniversitemiz Eğitim Fakültesi Dekanlığının yazısı ekte sunulmuştur.

Gereğini bilgilerinize arz ve rica ederim.

Prof.Dr. Nusret AKPOLAT
Rektör a.
Rektör Yardımcısı

Ek: Yazı.



T.C.
NECMETTİN ERBAKAN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Ahmet Keleşoğlu Eğitim Fakültesi Dekanlığı

Sayı : E-73153712-300-259887
Konu : Araştırma İzni (Beyza BİÇER)

20.10.2022

REKTÖRLÜK MAKAMINA
(Öğrenci İşleri Daire Başkanlığı)

İlgi : 14.10.2021 tarihli ve E-48178250-300-103990 sayılı yazınız.

İlgi yazınıza istinaden; Fırat Üniversitesi Eğitim Bilimleri Enstitüsü, Eğitim Bilimleri Ana Bilim Dalı, Eğitim Programları ve Öğretim Bilim Dalı Tezli Yüksek Lisans Programı öğrencisi Beyza BİÇER'in, "Self-Regulated and Other Foreign Language Learning Strategies Employed by English Language Teaching Students" adlı tez çalışması kapsamında Yabancı Diller Eğitimi (1.2.3. ve 4. Sınıf) öğrencilerine araştırma yapma isteği uygun görülmüştür.

Bilgilerinizi arz ederim.

Prof. Dr. Erdal HAMARTA
Dekan V.

Ek:
1- Anabilim Dalı Yazısı
2- Beyza BİÇER (14 Sayfa)

Appendix 8. Authenticity Report

		FEN BİLİMLERİ ENSTİTÜSÜ 1983		T.C. FIRAT ÜNİVERSİTESİ EĞİTİM BİLİMLERİ ENSTİTÜSÜ LİSANSÜSTÜ TEZ BENZERLİK RAPORU		FORM 20					
I - ÖĞRENCİ BİLGİLERİ											
Adı ve Soyadı		Beyza BİÇER			Öğrenci No:181401109						
Bilim Dalı		EPÖ									
Programı		☒ Yüksek Lisans ☐ Doktora ☐ Bütünleşik Doktora									
II - TEZ BİLGİLERİ											
Tez Başlığı (Enstitü Tescilli)		Investigation of Self-Regulated Language Learning Strategies Used by English Language Teaching Students									
Danışman		Prof. Dr. Murat TUNCER									
II. Danışman											
III - ENSTİTÜ BENZERLİK RAPORU											
Yukarıda bilgileri verilen öğrencimizin tezi, CD ortamında MSWORD ve PDF formatında vermiş olduğu kopyaları kullanılarak aşağıda belirtilen filtreler uygulanmak suretiyle TURNİTİN intihal tespit programında analiz edilmiştir: 1. Kaynaklar bölümü hariç 2. Özet ve Abstract dâhil, diğer ön bölümler hariç 3. Alıntılar dâhil 4. Benzerlik oranı %1 ve üzeri ise dâhil İntihal tespit programının ürettiği rapora göre ilgili tezin benzerlik oranı <table border="1"><tr><td>Tez savunma sınavından önce taranan sayfa sayısı (65)</td><td>% 20</td></tr><tr><td>Tez Savunma Sınavından sonra taranan sayfa sayısı (67)</td><td>% 19</td></tr></table> değerlerine sahip olup Enstitümüzce uygulanan kabul edilebilir üst sınır %25'dir.								Tez savunma sınavından önce taranan sayfa sayısı (65)	% 20	Tez Savunma Sınavından sonra taranan sayfa sayısı (67)	% 19
Tez savunma sınavından önce taranan sayfa sayısı (65)	% 20										
Tez Savunma Sınavından sonra taranan sayfa sayısı (67)	% 19										
Kontrol Personeli Celal YILMAZ Bilgisayar İşletmeni		Tez, veri tabanına saklanmıştır. ☐ Saklanmamıştır. ☐			20/10/2022 İmza						
Sınav Jüri Üyesi (Unvanı, Adı ve Soyadı)		Düşünce:				İmza					
AÇIKLAMA											
1. Form öğrenci tarafından bilgisayar ortamında doldurulur ve üst vazı ekinde savunma sınavı jüri üyelerine gönderilir.											

RESUME

